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ABSTRACT

This field procedures manual for community interviewers and site coordinators, one of a series of documents on the evaluation of the National Home Start program (NHS), describes specific testing procedures for collecting family data. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. The manual includes (1) preparation of materials and staff procedures before evaluation begins; (2) ongoing scheduling procedures; (3) procedures to be followed for each evaluation visit, including preparation of materials and testing instructions; (4) test monitoring procedures; (5) field logistics; and (6) exhibits of parent letters, assignment sheets, master schedules, an inventory, and a log sheet. The appendices include preliminary evaluation results, general testing and interviewing practices, examples of problem situations and how to handle them, and monitoring and performance evaluation forms. (SE)

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NATIONAL HOME START EVALUATION

FIELD PROCEDURES MANUAL

Spring 1975

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PREFACE

This manual of field procedures has been prepared for field staff of the National Home Start Evaluation which is being conducted by the High/Scope Educational Research Foundation and Abt Associates Inc. It is designed to assist you in your work as a community interviewer or site coordinator. In this manual, we have tried to provide answers to most of the questions you will encounter during the Spring. Please read this manual carefully and do not hesitate to ask questions about any phase of your duties or the evaluation. We at Abt and High/Scope are here to assist you with any problems.

In the past, two field procedures manuals were prepared -- one for use by community interviewers and one for site coordinators. The two manuals have been combined for the Spring field effort, since only two site coordinators continue to be involved in the Home Start Evaluation in their traditional role. The procedures outlined in this manual are general in nature and need to be tailored to needs in your local community. Special meetings will be held during the Spring training conference in New Orleans or on site to discuss these site specific procedures.

Before describing procedures that should be followed during the Spring in more detail, we would like to stress that your work as a community interviewer or site coordinator is "critical" to the success of the evaluation. It is your responsibility to obtain complete and accurate information from and on families selected for Spring testing, which then will be analyzed to determine the effectiveness of the overall Home Start Program. Much of the credit for the evaluation's success will go to you, our field staff.

Abt Associates Inc.
High/Scope Educational
Research Foundation

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I. INTRODUCTION

Before describing detailed procedures to be followed on site, it might be helpful to have a brief overview of the Spring evaluation plans and major changes in field procedures.

• Overview of Evaluation

To determine the overall effectiveness of the Home Start Program, data were collected in the Fall of 1973 on three groups of families -- Home Start and Head Start families who enrolled in the program in the Fall of 1973 and a Control Group of families who were on the waiting list to enter Home Start in the Fall of 1974. The Fall data collection effort was called a pretest since the families had not yet received any program services or only had been in the program for a limited period of time. Comparisons were made between the three groups of families to find out primarily whether Home Start and Head Start are serving the same types of families or different ones.

At the time of the Spring 1974 data collection, Home Start and Head Start families had been in the program approximately seven months, while Control Group families were still on the waiting list for Home Start. A comparison of data on Control and Home Start families showed that Home Start is effective for both children and mothers in a number of areas. With a few exceptions, the Home Start accomplishments of the first seven months kept pace with those of Head Start. A brief summary of the Spring findings can be found in Appendix A.

In the Fall of 1974, Home Start and Head Start families were again involved in the evaluation after they had received services for a full year. Control Group families who had just entered the Home Start program also participated in evaluation activities, as well as families who recently enrolled their child in kindergarten or another preschool program than they were in during the course of the evaluation. In addition, a number of new Home Start and Head Start (Kansas and Ohio) families became involved in the evaluation in the Fall.

The Fall data generally confirm the Spring findings. Fall evaluation results will be discussed in more detail during the Spring training conference.

The current phase of the National Home Start Evaluation will conclude with the Spring 1975 data collection effort. All data collection activities on site are to be concluded by the end of June.

- The Future of the Home Start Program

Home Start started in March of 1972 as a three-year demonstration program. The demonstration was designed to answer some basic questions about the program, its costs and its effectiveness. In June of 1975, the demonstration ends and many local Home Start projects may discontinue operations because no additional funding is available from the Office of Child Development, U.S. Department of Health, Education, and Welfare. During the past months, local projects have been trying to obtain funding from sources other than the Office of Child Development in order to continue operations or to become a training center.

The conclusion of Home Start as a demonstration program does not mean, however, that it is not an effective program, that there is no interest in the Home Start concept of delivering comprehensive services to families with preschoolers, or that no future home-based projects are planned or operating. To the contrary, evaluation findings have shown Home Start to be effective and policy-makers and program operators are excited about the results. While Home Start will discontinue in its current form as a separate program, it will be a part of Head Start in the future. Head Start projects, as part of the Innovation and Improvement efforts, now have the option to provide home-based services to some or all enrolled families. Last year, approximately 200 Head Start projects throughout the country decided to implement the home-based option and are currently serving families both in a home and center setting.

Although Home Start projects have known from the start that the demonstration program would end in June, project staff as well as enrolled families are disappointed that OCD is not making additional funds available so that projects can continue in its present form. This disappointment has affected staff morale in some of the projects that do not as yet have concrete plans for the continuation of their project. This may make your data collection task slightly more difficult. Be aware of and sensitive to what's happening in your project and show some understanding to project staff.

- Families to be involved in the Evaluation

There are three groups of families that will be involved in the evaluation this Spring:

- Home Start families who were involved in the Fall evaluation (formerly HM1, HM2, and HM3 families).

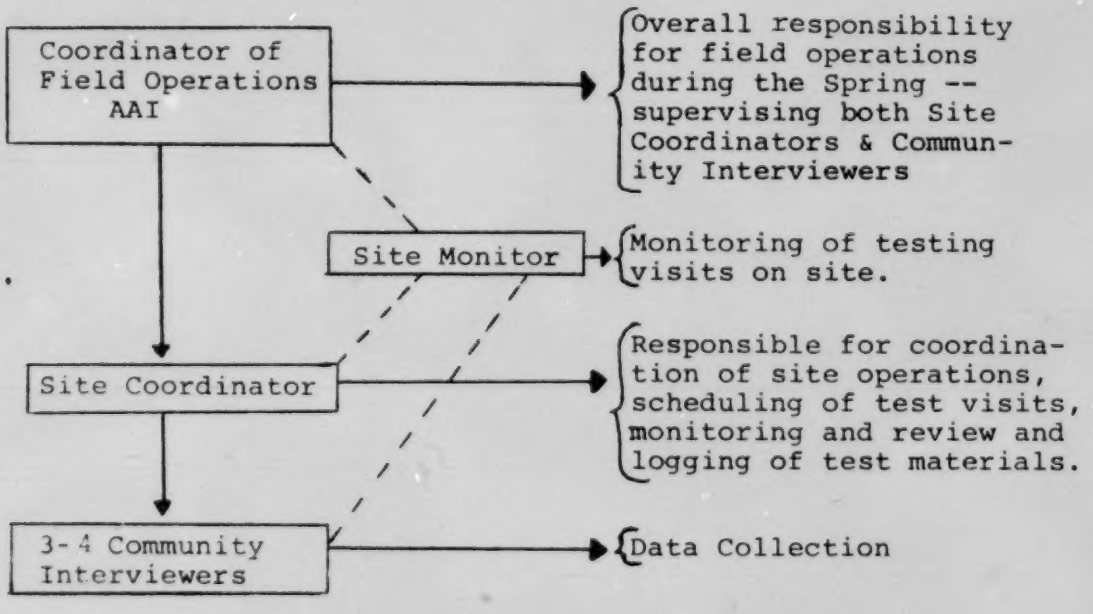
- Head Start families who were involved in the Fall evaluation (formerly HD1 and HD2); and

- Home Start and Control Group families who entered their child in Kindergarten or another preschool program last Fall (formerly KM and KC).

Although we had not planned to involve K-families again in the evaluation, High/Scope staff feels that it is important to continue to collect information on these families to determine some of the long-range effects Home Start has on families. For example, we need to find out whether families no longer in Home Start are still spending more time with their children than before they were enrolled in Home Start. Families will be visited exactly eight months after the Fall data were collected.

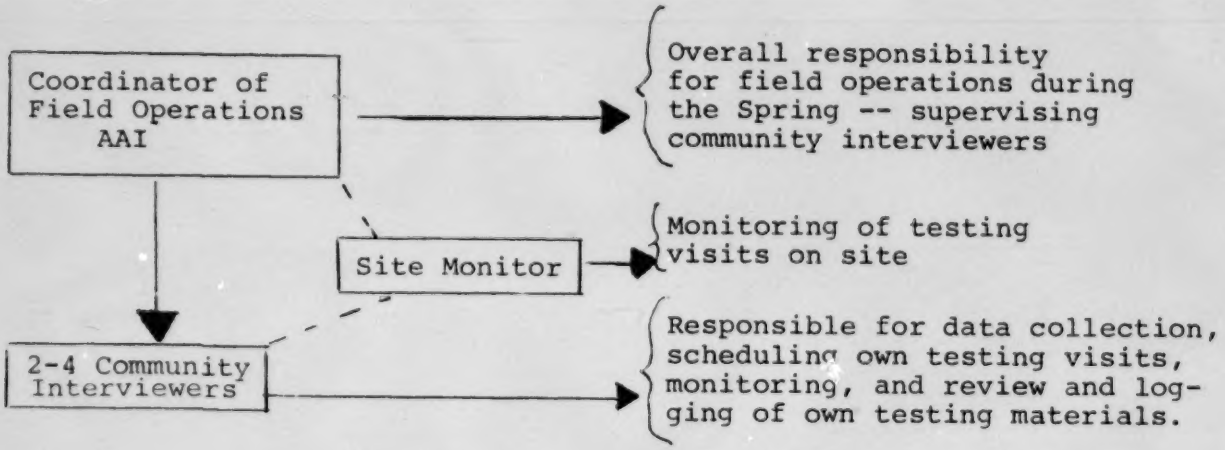
- Field Organization for Data Collection

The field organization will differ from site to site in the Spring. In Kansas and West Virginia, the field organization will be as follows:


Coordinator of Field Operations AAI
Overall responsibility for field operations during the Spring -- supervising both Site Coordinators & Community Interviewers
Site Monitor
Monitoring of testing visits on site.
Site Coordinator
Responsible for coordination of site operations, scheduling of test visits, monitoring and review and logging of test materials.
3-4 Community Interviewers
Data Collection

Unless other site specific arrangements have been made, the site coordinator in Kansas and West Virginia will be responsible for scheduling testing visits, monitoring testing performance, logging test materials on site, and for communications with the Home Start and Head Start projects and the Coordinator of Field Operations at Abt Associates Inc.

In the other four sites, community interviewers will be directly responsible for scheduling their own testing visits, logging and review of testing materials, and for forwarding the data to the Coordinator of Field Operations. In addition, each community interviewer will be responsible for monitoring the testing performance of one other person weekly. Communications will be coordinated on a rotating basis. For example, the Coordinator of Field Operations will call one community interviewer with comments on data quality, or instructions to collect additional information. This person will then be responsible for calling other field staff and to share the comments with them. The following week, another person will be selected for communication purposes. The field organization in Alabama, Arkansas, Ohio and Texas is shown below.


Coordinator of Field Operations AAI
Overall responsibility for field operations during the Spring -- supervising community interviewers
Site Monitor
Monitoring of testing visits on site
2-4 Community Interviewers
Responsible for data collection, scheduling own testing visits, monitoring, and review and logging of own testing materials.

II. PREPARATION AND PROCEDURES BEFORE EVALUATION BEGINS

Prior to the Spring training conference, some site preparation activities need to be conducted so that testing can start immediately after the training concludes. Procedures to be followed are outlined below.

- Conference with Home Start and Head Start Project Directors

In mid-March the Coordinator of Field Operations met with the directors of the Home Start and Head Start projects who will be involved in the National Home Start Evaluation. Plans for the Spring data collection effort were outlined to the directors, and procedures to be followed on site were discussed. In some sites, these discussions were followed up by site visits by the Coordinator of Field Operations to discuss on-site operations with project and field staff.

- Correspondence with Parents

At the beginning of April, a brief letter was sent to all families who were involved in the evaluation last Fall. A copy of this letter can be found in Exhibits I through III. The letter simply reminds parents that we will be visiting with them again during the months of May and June and what procedures will be followed for setting up family appointments.

While each of the parents was asked to sign a Letter of Permission for the evaluation in the Fall of 1973 (or Fall of 1974 for HM1 and HD1 families), parents will not be required to sign these this time since it is assumed that they continue to be willing to participate. If you arrive at a home, however, and the family does not want to be involved again, you should ask parents to sign a letter to that effect indicating their reasons. A copy of this letter can be found in Exhibit IV. Signed letters should be forwarded to the Coordinator of Field Operations together with other data collected.

If the Home Start project or home visitor informs you that a family is no longer willing to participate in the evaluation, ask for the reason and let the Coordinator of Field Operations know why the family will no longer be involved.

- Assignment of Families to Community Interviewers

Families from each of the three groups of families (Home Start, Head Start and Kindergarten) will be assigned to you prior to the field effort. The number of families assigned will vary from community interviewer to community interviewer based on (a) your time availability for the position, and (b) your geographic location (if you are involved with a project serving rural families

in more than one county). An effort will be made to assign community interviewers to two or three home visitors and/or centers to make scheduling procedures easier and more efficient.

A Family Assignment Sheet will be prepared for you prior to the training conference. On the sheet you will find information regarding the family [i.e., the names of children to be involved in the activities, their ages, the address of the family, which program the family is involved in (Home Start, Head Start, or Kindergarten) and when the family should be visited for the first and second testing visit]. Also indicated are those families you will be observing on regular home visit activities. A copy of a blank Family Assignment Sheet can be found in Exhibit V.

In addition to the Family Assignment Sheet, site coordinators[1] and/or community interviewers will receive a Master List (Exhibit VI) which will be used for scheduling purposes. The Master Schedule is discussed in more detail in subsequent sections of this Manual.

- Trunks and Testing Materials

If you do not have a trunk, the field staff should plan on meeting on Monday, April 28, to obtain one. It is important that you check the contents of the trunk carefully against the inventory sheet (Exhibit VII). Take out two copies of the inventory sheet and indicate that the trunk is complete with the identification number of such items as the trunk itself, the scale, tape recorder and stopwatch. Sign both copies of the inventory. One of the inventory sheets should be sent to the Coordinator of Field Operations with the first envelope of data. The second inventory sheet should be taped into your trunk. If anything is missing from the trunks, contact your site coordinator or the Coordinator of Field Operations immediately.

Materials you will need for site preparation activities prior to the training conference will be sent to you during the first week of April. Included will be: Family Assignment Sheets, Master Lists, scheduling forms both for your own use and to inform Home Visitors and project staff of the testing schedule, appointment cards, and appointment reminders. Community interviewers in Kansas and West Virginia will not receive these materials, since they will be forwarded to the site coordinator who will be responsible for site preparation activities.

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[1] Family Assignment Sheets will be sent to the site coordinator in Kansas and West Virginia. Community interviewers in other sites will receive them directly.

Testing materials will have been sent to you prior to the training conference. If you return from New Orleans and you have not received the materials check with the Post Office to see if they are holding the package for you. If not, call the coordinator of Field Operations immediately.

- Scheduling Testing Visits for Start-up Weeks

Since testing will start immediately following the April training conference, testing visits that need to take place during the first two weeks after training must be set up in advance. When you receive the Family Assignment Sheets and Master List, determine from the Master List which families need to be tested during this start-up period. Any markings in the April 28-May 3 and May 5-10 columns indicate that testing visits need to be scheduled for that family. One asterisk (*) means that the first testing visit should take place during that specific week; two asterisks (**) that the second testing visit needs to be conducted during that week, and three (***) that both the first and second testing visits should take place during that week (either in one or two visits). Make a list of the families that need to be tested during the two start-up weeks and indicate which home visitors and/or Head Start centers you need to meet with to set up testing visit appointments. Once you have done that, you need to find out whether or not home visitors and Head Start center directors plan on assisting you with scheduling. If they do, scheduling procedures outlined in (1) (for Home Start families) and (2) (for Head Start families) should be followed. Procedures for scheduling testing visits without the aid of home visitors or Head Start centers are outlined in (3).

During the site preparation period, a meeting should be arranged with the Home Start and Head Start Directors to discuss procedures to be followed during the Spring and to find out whether any assistance will be provided with the scheduling. Also find out whether or not the home visitor plans to accompany the community interviewer on all or selected testing visits. In Kansas and West Virginia, the site coordinator may arrange such a meeting without other field staff members being present. In the other four sites, please consult with other field staff regarding such a meeting and arrange a time for a meeting when the entire field staff can get together.

It is important that you adhere as much as possible to the testing schedule noted on the Master List so that data are obtained eight months after the Fall testing visits. It is therefore <u>not</u> acceptable if visits are postponed for 2-4 weeks unless it is an emergency that prevents you from visiting the family during the specified time period.

(1) Scheduling Procedures for Home Start families with aid of home visitors

The Master List on the following page indicates that you need to arrange first and second testing visits for the Brown, Newman, Jones and Wilbur families and first visits only for Johnson, Cooper, and Taylor.

This means you need to meet with two home visitors (Ferraro and Jones) to see if they will assist with the scheduling of testing visits to the families that need to be tested during the first two weeks of the evaluation. Try as much as possible to conduct the testing visits on the day the home visitor normally visits with the family. If the home visitor plans to accompany you on testing visits, put an asterisk (*) by the family name either on your Master List or on the Family Assignment Sheet and Testing Schedule.

When you meet with Ms. Ferraro, home visitor for the Brown, Cooper, Jones and Johnston families, she indicates that she usually meets with the Brown family at 10 A.M. on Monday, with the Cooper family at 2 P.M. on Tuesday, with Jones on Thursday at 10 and Johnston at 3 on Thursday.

FIGURE I

MASTER SCHEDULE: _____ Page _____

Focal Child Name (HV/Center)	Community Interviewer Assignment	Group	4/28 - 5/3	5/5 - 10	5/12 - 17	5/19 - 24	5/26 - 31	6/2 - 7	6/9 - 14	6/16 - 21	6/23 - 28	Comments (Siblings)
ADAMS (Ferraro)		HC1						•	••			
BROWN "		HC1	•	••								
COOPER "		HC1		•			••					
JOHNSON "		HC1		•	••							
JONES "		HC1	•	••								
NEWMAN (Jones)		HC1	•	••								
TAYLOR "		HC1		•			••					
WILBUR "		HC1	•	••								

* Target Completion Date - Visit I
** Target Completion Date - Visit II
*** Target Completion Date - Visits I and II
(put checkmark ✓ in appropriate column to indicate which week visit has been scheduled in)

Ask Ms. Ferraro if it would be okay for you to accompany her at those times during the weeks indicated on the Master List so that you can do the testing. If she agrees, take out two sets of scheduling forms (one for your own use and one for the home visitor). Indicate the dates and times of the visits on each of the schedules and hand the home visitor a copy of the testing schedule. Indicate with a checkmark (X or ✓) on the Master List (see Figure II) that the visit has been scheduled and during which week the testing visit will take place. One copy of this master list should be sent to the Coordinator of Field Operations weekly. The original should be kept for your own records.

FIGURE II

MASTER SCHEDULE: _____ Page _____

Focal Child Name (HV/Center)	Community Interviewer Assignment	Group	4/28 - 5/3	5/5 - 10	5/12 - 17	5/19 - 24	5/26 - 31	6/2 - 7	6/9 - 14	6/16 - 21	6/23 - 28	Comments (Siblings)
ADAMS (Ferraro)		HV1						*	**			
BROWN "		HV1	✓	✓ *								
COOPER "		HV1		✓			**					
JOHNSON "		HV1		✓ *	**							
JONES "		HV1	✓ *	✓ **								
NEWMAN (Jones)		HV1	✓ *	✓ **								
TAYLOR "		HV1		✓ *			**					
WILSON "		HV1	✓ *	✓ **								

* Target Completion Date - Visit I
** Target Completion Date - Visit II
*** Target Completion Date - Visits I and II
(put checkmark ✓ in appropriate column to indicate which week visit has been scheduled in)

After you have completed scheduling testing visits with Ms. Ferraro, you meet with Ms. Jones, the home visitor for the Newman, Taylor and Wilbur families. Ms. Jones informs you that she usually meets with the Newman family at 4 on Tuesday, with Taylor at 10 on Thursday, and with Wilbur at 3 on Thursday. When looking at your own testing schedule, you find out you already have a visit scheduled at 3 on Thursday during the first week of the evaluation. Find out from both home visitors if the visit can be arranged for a different time or if it would be okay for you to visit the family without the home visitor being present. During the second week of the evaluation, you also have some scheduling conflicts which need to be resolved with the home visitors. If it is not possible for you to rearrange the schedule, you may need to visit the family a week later when you have no scheduling conflicts.

Some home visitors may want to schedule all testing visits to families for the entire 10-week period prior to the training conference. This is agreeable as long as you keep in mind monitoring responsibilities[1] which are outlined in detail in Chapters III and V. If more scheduling was done than is required for the two-week start-up period, make sure the home visitor gets from you a schedule for the entire 10-week period. If the schedule needs to be changed during the course of the evaluation, this can be done by telephone or by preparing updated schedules weekly.

(2) Scheduling Procedures for Head Start families with aid of centers

Determine from the Master List when Head Start families in each of the centers need to be tested. Call the Head Start Director to find out if it is okay for you to contact the local center directors.[2] Find out from the local center directors whether any of the families on your list are no longer involved in the program, and let the Coordinator for Field Operations know which families have been dropped. Also find out from the center director whether (a) all testing (both parent and child) should be conducted in the center or (b) whether only the child will be tested in the center, with all parent measures to be completed in the family home. Indicate to the center directors the weeks in which you need to collect the data for each child in the center and discuss how scheduling of visits should be conducted. Arranging child testing visits usually does not present any problems since testing takes place during hours the center is operational. Special arrangements need to be made with parents, however. Some

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[1] Applies to community interviewers only in Alabama, Arkansas, Ohio and Texas.

[2] This contact with Head Start should be coordinated in Alabama, Arkansas, Ohio and Texas so that the Director does not need to talk with each community interviewer individually.

centers will volunteer to contact parents to arrange the appointments; others will not. Make sure you discuss scheduling procedures for parents in detail with center staff. Also make sure you agree on a specific day you will call the center director to find out what appointments were set up if (s)he has agreed to assist with the scheduling.

Weekly testing schedules need to be prepared for each center. You may again elect to schedule all testing visits for the 10-week period and to update the testing schedule weekly if necessary.

If centers are not willing to assist you with the scheduling of visits with parents, procedures as outlined in (3) should be followed.

(3) Scheduling Procedures for families without the aid of Home Start and/or Head Start

Procedures outlined here should be followed for scheduling visits to kindergarten families, as well as Home Start and Head Start families if the program does not assist you in this task.

Look at your Family Assignment Sheet and indicate with a dot (•) families that do not have a telephone. Start scheduling visits to these families first, using the following procedures:

a. Look at the testing schedule and Master List to determine when the visit should take place and when you (or the community interviewer you are scheduling for) are available to make the visit. Set up a tentative testing schedule.

   Make all entries on the schedule in pencil and place parentheses around the family name so that you know that this visit has not been confirmed.

b. Take out some Appointment Cards and inform each family of the time and date of the first visit you plan on making to the family. Since the card has only room to indicate the time and date of one visit, you should make a note at the bottom of the card regarding the time and date of the second visit.

c. If the family did not get in touch with you to change the date and time of the visits, make the visit as planned.

d. Make sure you give a Return Address on the postcard so that the card is returned to you if the family has moved and no forwarding address is known.

After you have finished the scheduling task for families without a telephone, start to make arrangements for testing visits to families that do have a phone.

a. First determine when the visit should take place and when you (or the community interviewer you are scheduling for) are available to make the visit. Have dates in mind for the visits when you call the family.

b. Identify yourself: "Hello, Mrs. _____. My name is _____, Community Interviewer (or Site Coordinator) for the Home Start Evaluation. I would like to arrange a time for me (or a community interviewer) to visit with you and your family. Would _____ be convenient? I'd (she'd) again like to visit with you on _____. Would this be okay?"

"I'll send you a card in a couple of days to remind you of the time and date of the visit."

c. Note the appointment date and time on the testing schedule and indicate on the Master List during which week the testing visit will be conducted.

- Appointment Reminders

Before you leave your community for the training conference, you need to mail appointment reminder cards to all families that will be visited during the first two weeks of the field effort. Indicate on the card the time and date of the first and second visits. Also write in your telephone number so that the family can get in touch with you if the appointment needs to be changed. You will need to buy some stamps for mailing the cards. Please buy these with the testing advance you'll receive prior to the training conference.

If after you have scheduled testing visits to all families you need to visit during the two weeks of start-up, it appears that you do not have a full workload, you may proceed to schedule Home Visit Observations only if you have visited the family previously. If you do not know the family and have never made testing visits to that family, you should wait with the scheduling of the Home Visit Observation until you have made at least one testing visit.

Since most of the scheduling for the two-week start-up period was done prior to the training conference, you (or the site coordinator) need to confirm all testing visits for these two weeks either with the home visitor, Head Start center, or directly with the family if they have a phone. Try to reschedule visits immediately if you find that some of them were canceled while you were at the training conference.

III. ONGOING SCHEDULING PROCEDURES

Following the training conference, additional testing visits need to be scheduled unless all scheduling for the entire 10-week period was completed prior to training. If this is the case, you should continue to confirm upcoming visits on a week to week basis.

If scheduling remains to be done after you return from training, start first with those families that do not have a phone. After all these visits have been scheduled, contact all families with a phone and set up appointments for testing. Schedule testing visits to families that will be contacted by the home visitors and/or Head Start center directors last. Procedures outlined in Chapter II should be followed for scheduling. In Kansas and West Virginia, the site coordinator will be responsible for scheduling testing visits unless other prior arrangements were made.

While most of the Home Start projects will cease operations at the end of June, home visiting may be discontinued prior to that time. It is, therefore, important that you find out the last possible date for conducting Home Visit observations.

It is EXTREMELY IMPORTANT that you notify the family and/or home visitor immediately if you are unable to keep an appointment. In Kansas and West Virginia, the site coordinator should be contacted. Notify appropriate parties at least 24 hours in advance of the visit (unless it is an emergency). If you are unable to inform the family because they don't have a phone, see if another community interviewer in your site can make the visit on your behalf. Don't let families, home visitors or Head Start centers wait for you. BE ON TIME for your appointments.

• Confirmation of Visits

The site coordinator is responsible for confirming testing appointments with parents by mail in Kansas and West Virginia. In the other four sites, community interviewers will be responsible for this task. Daily look at your schedule for the same day for the following week to find out what appointments need to be confirmed. For example, on Monday, May 5, you look at your testing schedule for the 12th when you will be visiting three families. Look up the addresses of these three families on your Family Assignment Sheet and address Appointment Reminder Cards to each of the families. Indicate on the card the date and time of the appointment. When you have completed the cards, place a checkmark after the family's name on your testing schedule so that you know Appointment Reminders were sent out. Do this daily so that you don't forget to send out the cards.

Always carry your schedule with you for subsequent weeks of the evaluation when visiting families for testing purposes. This enables you to confirm the appointment for your second and third visit to the family at the end of your first testing visit. If you (or the site coordinator) were unable to set up the second or third testing visit, make sure you know when these visits should be scheduled and try to set up an appointment accordingly. In Kansas and West Virginia, make sure you let the site coordinator know immediately if any appointments were changed or additional appointments were made.

- Unsuccessful Visits

Although appointments are confirmed, you may occasionally find a family not at home. If this happens, make an entry on your log of unsuccessful visits (Exhibit VIII). Also contact the site coordinator immediately to let her know your visit was unsuccessful so that she can reschedule it for you. If you are responsible for setting up your own appointments, try to reschedule the visit at once. You might leave a message with families that do not have a phone indicating a new testing date and asking the parent to contact you if it is not convenient. If three visits to a particular family were unsuccessful, no further attempts should be made to arrange an appointment with the family. This refers to three unsuccessful visits which were scheduled in advance, and does not include visits to families that were not scheduled. An example of a visit that was not scheduled would be if you stopped by the family's home without an appointment to see if you could conduct the testing. If the family was not home, this should not be counted as an unsuccessful visit, although an entry should be made on your log.

- Testing Schedules

As was discussed in Chapter II, it is important that home visitors and local Head Start center directors receive copies of the testing schedule for their families. If a testing schedule for the entire 10-week period was prepared, make sure that you update the schedule as needed on a weekly basis. In Kansas and West Virginia, the site coordinator will be responsible for giving the programs copies of the testing schedule. Community interviewers in these two sites need to keep site coordinators informed of all changes in the testing schedule so that the site coordinator can prepare updated schedules.

- Scheduling Monitoring Visits[1]

Each community interviewer needs to be monitored weekly to determine whether her testing performance is satisfactory.

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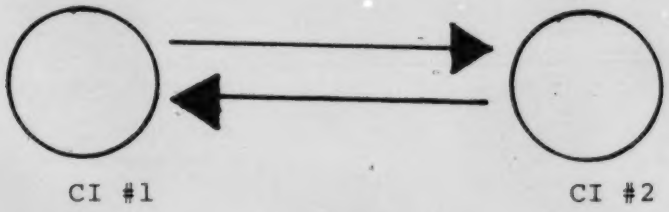
[1]This procedure applies only to Alabama, Arkansas, Ohio and Texas. In the other two sites, Fall monitoring procedures will be followed as outlined in the Fall Field Procedures Manual.

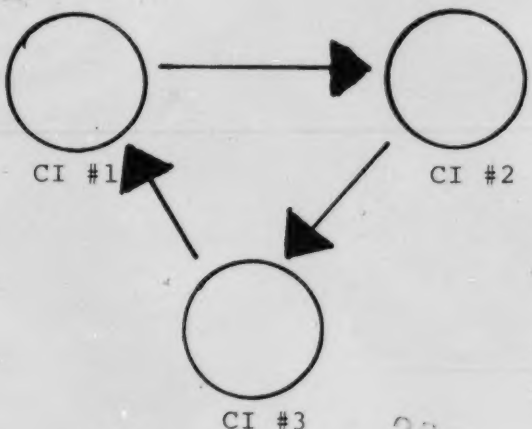
This means that each community interviewer in the four sites that do not have a site coordinator will monitor the performance of one other person weekly, in addition to being monitored herself. During either the second or third week of the data collection effort, a site monitor from Abt Associates Inc. will be visiting your site and monitor testing performance. The monitoring schedule will be discussed in more detail during the training conference. During the week the site monitor visits your community, the site coordinator (Kansas and West Virginia) and community interviewers in the other four sites do not have any monitoring responsibilities.

In sites with an even number of community interviewers, the monitoring assignments will be as follows:



Community interviewer #1 will have to leave about half a day free per week so that she can accompany community interviewer #2 on a testing visit. The second community interviewer also cannot schedule testing visits on another half day so that she in turn can monitor testing performance of community interviewer #1. For example, community interviewer #1 doesn't test Monday afternoon, while the second community interviewer leaves Wednesday afternoon open for monitoring purposes.

In sites with an uneven number of community interviewers, the procedure is slightly more complicated. In these sites, three different half days need to be left open so that community interviewer #1 can monitor the performance of community interviewer #2, who in turn accompanies community interviewer #3 on a testing visit. Community interviewer #3 will be responsible for monitoring testing performance of community interviewer #1.



For example, community interviewer #1 does not test Monday afternoon, community interviewer #2 leaves Tuesday afternoon open in order to monitor, and community interviewer #3 does not test Wednesday afternoon.

The monitoring procedure should be set up in advance to insure that weekly monitoring is conducted. But even if a schedule is set up in advance, it may not always be possible to adhere to it. For example, on Monday afternoon, community interviewer #2 does not have any testing visits scheduled, so that her performance cannot be monitored. This means that community interviewer #1 needs to rearrange her schedule so that she can monitor the performance of community interviewer #2 when she has testing visits scheduled.

Every Friday afternoon, you should contact the person you need to monitor the following week to determine what the best time is to monitor. Make sure you write down the name of the family you will be monitoring, together with the address and where you are planning to meet the other community interviewer. The community interviewer whose performance will be monitored is responsible for letting the home visitor and/or local Head Start center director know that same day which visit will be monitored. Don't wait till the last minute to inform the Head Start and/or Home Start program of planned monitoring activities.

A more detailed discussion regarding monitoring procedures can be found in Chapter V.

IV. PROCEDURES TO BE FOLLOWED FOR EACH VISIT

Outlined below are specific testing procedures that should be followed during the Spring.

- Confidentiality

Because many of the questions we are asking families may be considered personal by them, all interviews must be kept strictly confidential. Answers to the questionnaires and the score forms must always be kept private. You must not tell anyone what a respondent told you. When it is necessary to carry completed questionnaires or completed score forms with you to lunch, on a bus or subway, or into another family's house, you must be very careful not to leave them.

To insure confidentiality of information, you will be asked to sign an Affidavit of Confidentiality at the training conference (see Exhibit IX).

- Measurement Battery

The following chart displays the questionnaires and child measures selected for the evaluation. We have indicated to whom they will be administered for each of the three groups of families.

Other forms to be completed by you are:

- a tester log following each visit.
- Observation Checklists to be completed for the Focal Child and the Focal Parent and a Mother Behavior Observation scale following your last visit to the family.
- a Parent Card on your last visit to the family.
- Home Visit Observation Checklists and Questionnaire to be used for a number of visits you will make, accompanying the Home Visitor on a regular Home Visit.

	HOME START/KINDERGARTEN			HEAD START		
CHILD MEASURES	FOCAL[1] PARENT	FOCAL[2] CHILD	SIBLING[3]	FOCAL PARENT	FOCAL CHILD	SIBLING
PRESCHOOL INVENTORY (PSI)		•	•		•	
DENVER DEVELOPMENTAL SCREENING TEST (DDST)		•			•	NO SIBLINGS TESTED
HEIGHT AND WEIGHT		•	•		•	
CHILD FOOD INTAKE	•			•		
SCHAEFER BEHAVIOR INVENTORY	•			•		
QUESTIONNAIRES						
HOME ENVIRONMENT SCALE	•			•		
PARENT INTERVIEWS I and II	•			•		
OTHER INSTRUMENTS						
8 BLOCK SORT TASK	•	•		•	•	

[1] Focal Parent is the adult in the family who actively participates in program activities.

[2] Focal Child is between 3-5 years of age who is the focus of program activities.

[3] Sibling is a sister or brother of the Focal Child who also is 3-5 years of age who may or may not be the focus of program activities. Only a limited number of activities are undertaken with siblings. Siblings on your list who are going to kindergarten do not need to be tested.

Activity Sequence - Home Start and Kindergarten Families

The entire measurement battery should be administered in two visits, unless otherwise indicated on the Master List or Family Assignment Sheet. In some instances, it may be necessary for you to make a third visit to a family, if you were unable to complete all activities in two visits. It is important, however, that the PSI and Height and Weight are collected on the specified date for the first visit and the DDST on the specified date for the second visit.

Following is a suggested sequence of measurement administration; i.e., the measures which you should try to administer on your first and second visit. Also indicated is the estimated length of each activity and the person to whom it is to be administered.

1st Visit

• Preschool Inventory (PSI) - Focal Child & Sibling	13 min.
• Height and Weight - Focal Child & Sibling	3 min.
• Schaefer Behavior Inventory (SBI) - Focal Parent	6 min.
• Food Intake Questionnaire - Focal Parent	7 min.
• Home Environment Scale (HES) - Focal Parent	8 min.
• Parent Interview I (PI I) - Focal Parent	10 min.
TOTAL TIME	47 min.

2nd Visit

• Denver Developmental Screening Test (DDST) - Focal Child	20 min.
• 8-Block - Focal Parent and Focal Child	21 min.
• Parent Interview II - Focal Parent	15 min.
TOTAL TIME	56 min.

Although the actual time you are administering the instruments does not exceed one hour, you should plan on being in the home approximately 1 hour and 15 minutes for the 1st visit, and 1-1/2 hour for the 2nd. You will need to get acquainted, for example, with the focal parent and the child before starting the activities. Interruptions such as a telephone call while you are interviewing the mother or taking the child to the bathroom while you are in the middle of an activity may take considerable time.

During a particular visit, parents may request that you shorten the visit because the child is getting tired or the mother has an appointment with the doctor or needs to fix dinner. Do so at the parent's request, but try not to stop in the middle of an interview or an activity with the child.

If the first and second visits are combined, Parent Interview II should always be the last questionnaire that is administered to the family. In some instances, the second testing visits precedes the first one. This means that the DDST should be administered during the first visit, rather than the PSI and Height and Weight. You would, however, administer the Schaefer Behavior Inventory, Food Intake, Home Environment Scale and Parent Interview I after you have finished the DDST administration. On your second visit, you would give the PSI and Height and Weight with the remainder of the second visit battery (8-Block and Parent Interview II).

- Daily Preparation of Materials

Some tasks need to be done prior to your going on your first visit. Each task is outlined below and should be followed for each subsequent visit you make to the home of one of the families assigned to you.

1. Since someone may accompany you on some visits, you should look at your Schedule to determine whether a Home Visitor will be going with you.[1]

2. Call Home Visitors you will be working with the following day to arrange for a place to meet her prior to going to the family.

3. Determine which instruments you will be administering the next day from your Schedule.

   For example, if you are making two first visits to Home Start families, you will need:

   1 PSI Manual
   2 PSI Score Forms
   2 Schaefer Score Forms
   2 Food Intake Forms
   2 Home Environment Scale Forms
   2 Height and Weight Forms
   2 Parent Interviews #1
   2 Tester Logs
   2 Envelopes

[1] Indicated with *

4. Determine whether you will be working with a sibling the next day. If you are, you will need for each sibling:

   an extra PSI Score Form
   an extra Height and Weight Form

5. Prepare an envelope for each family you will be visiting and fill out the outside. Also write in the name of the child, the name of the focal parent, the community/city and state, and your name on each of the score forms you will be using the next day. See the example below. DO NOT FILL IN THE DATE until you actually start administering the instrument. After you have written in the family information on the score forms, insert them in the envelope you prepared for that family.

Child's Name X Sam Jones (First / Last) — Time Started ____

Focal Parent's Name X Sarah Jones — Time Finished ____

Community/City X N.Y. State N.Y. — Date ____

Tester X Klein

Leave blank until you start the measure

Comments (Child became ill, refused, etc.) ____

The Tester Envelope now has a space for the family's address and telephone number as well as the date and time of the appointment.

6. Check to see whether you have appropriate materials before you leave your house to go on a visit. (See Administration Manuals or Score Forms for materials you need for each activity.) Always carry your notebook with you on visits.

You always should carry all test materials (trunk contents) and extra score forms for all the measures and questionnaires in your car to enable you to change the visit sequence if necessary.

- Getting Acquainted with the Family

When you arrive at the house of one of the families you will be visiting, make sure you identify yourself and the purpose of your visit.

> "Hello Mrs. _____. My name is _____. I am a community interviewer for the Home Start Evaluation. I have come to do some activities with (name of child) _____ and to ask you some questions. May I come in?"

Refrain from using the word TESTING. It is better to talk about interviewing and doing activities with children.

Creating the proper atmosphere for the visit is ESSENTIAL. Be friendly but at the same time professional in your manner. Remember that you are a stranger. Be a sympathetic, interested, and attentive listener. But don't overdo it.

- Establishing Rapport with the Child

Make sure you allow sufficient time to get acquainted with the focal child and other children. Engage the child in friendly conversation before and after each of the activities. The administration of an instrument should always begin as a natural outgrowth of the conversation. Your attitude towards the child should be positive, friendly, and accepting.

Under no circumstances should you indicate even the slightest degree of dissatisfaction with the child's response. Be friendly and encouraging to the child, but do not give him/her any clues as to the correct or incorrect response. Use such expressions as:

> "That's fine," rather than "Very Good" when the child responds correctly to your question. The child will know that he/she is or isn't doing very well if you say "Very Good" when he/she gives you a correct response.
>
> You may also use the phrase: "That was very difficult, wasn't it?" if the child tries very hard (no matter whether the response was correct or not).

Do not hesitate to stop an activity if a child gets cranky or needs to go to the bathroom. Be sure, however, that you note the time you stopped and the time you resumed with the activity on the score form.

General testing and interviewing practices are discussed in Appendix B. Appendix C discusses specific situations which you may encounter during the testing visit and suggestions for handling them. Although all of you are familiar with these instructions, they should be reviewed carefully prior to any testing on site.

- Sibling Testing

Only siblings noted on your Family Assignment Sheet or Master List should be involved in PSI and Height or Weight testing. This means that some siblings who were tested last Fall will not be participating in the evaluation again.

- Finalization of the Visit

After you have completed your visit and confirmed the next visit (if any), be sure to thank the parent for her cooperation. You need to complete a Tester Log for that particular visit after you have left the family.

Procedures for logging and mailing completed score forms are outlined in Chapters V and VI.

Activity Sequence - Head Start Families

While Home Start and Kindergarten families are visited in their home, activities with Head Start families and children will be undertaken primarily in the Head Start center. If a Head Start family is not tested in the center, procedures as outlined at the beginning of Chapter IV should be followed. If testing is conducted in the home, don't forget to obtain a Food Intake Supplement which indicates what the child ate while attending the center.

Testing in a center is quite different from in-home testing because of the classroom activities in which the children participate. Most centers follow strict routines, such as eating breakfast, nap time, etc. with which you should not interfere. Be aware of these schedules (which vary from center to center) and above all BE FLEXIBLE. It is better not to complete all the activities you have planned to do than to upset the children or the center routine.

Outlined below are procedures which should be followed for Head Start families. All measures to be administered to Head Start children will be conducted in one session, unless otherwise indicated on the Master Schedule or Family Assignment Sheet. On this visit to the center, you will be administering the following measures to all children in that center who were selected for the evaluation:

- Preschool Inventory (PSI)
- Denver Developmental Screening Test (DDST)
- Height and Weight

Let's look at an example of how a first session would be conducted at a Head Start Center. During this particular day, you will be working with three Head Start children.

1. Take the first child with you to a separate room in which you will conduct the activity.

2. Start administering the PSI and immediately following that the DDST and the Height and Weight. When you have completed the measures on the child, bring the child back to the classroom and get the second child. Indicated below is the activity sequence for Head Start children.

   1st Child - PSI, DDST, and H & W
   2nd Child - PSI, DDST, and H & W
   3rd Child - PSI, DDST, and H & W

DO NOT CHANGE THE SEQUENCE OF ACTIVITIES for Head Start children. For example, it is not permissible to start with the DDST for one child just because the child is shy or non-verbal.

Look at your Master List or Family Assignment Sheet to find out whether a change in the sequence of activities is called for. Some children, for example, need to be given the PSI and Height and Weight only during the first visit, and a couple of weeks later the DDST. Follow this schedule as much as possible.

All parent questionnaires and the 8-Block should be completed in the same or a separate visit to the center or home. It is recommended that the 8-Block be administered first or last during the parent session, since the focal child is involved in the activity.

A Head Start Teacher, Teacher's Aide or Parent may wish to be present while you are administering the child measures to the child. We have informed the Program that only <u>one adult</u> other than yourself, the Site Coordinator or Site Monitor may observe the session.

- <u>Special Testing Instructions</u>

Noted below are some special instructions for completing the instruments for Head Start center evaluation activities:

- <u>Denver Developmental Screening Test</u> (DDST)
  If the instrument for the focal parent and child are completed in two separate sessions, or by two different community interviewers, <u>DO NOT FORGET TO ADMINISTER SECTION IV: PERSONAL-SOCIAL</u> to the parent after you have completed all other activities with the child.

- <u>Food Intake Questionnaire</u>
  See Supplemental Instructions for administering the Food Intake Questionnaire.

- Tester Logs, POCL, and Mother Behavior Observation Scale
  Please do not forget to complete the POCL and Mother Behavior Observation Scale and a Tester Log for each testing session. Do not wait until the end of your day at the Center to complete these instruments since the information may be inaccurate if you rely on memory. Take time in between testing sessions to complete these instruments. It is better to let a parent or child wait for five minutes than to provide us with no or inaccurate information.

- Daily Preparation of Materials

The evening before your visit to the Head Start Center, you should complete the following tasks:

1. Determine which children you will be working with the next day and which measures you will be administering.

2. Take out appropriate materials for each measure, score forms, and envelopes and fill in appropriate family data. Insert the score forms in the envelope.

3. Find out from the Site Coordinator or center director which room at the center has been set aside for you to work in.

- Getting Acquainted

It is important that you establish rapport with the children before you start with any of the activities. Since working in a center is somewhat different from visiting with families in the home, the following procedures should be used for getting acquainted:

- meet with the Head Start Teacher and spend approximately 30 minutes with the children in the classroom so that they can get used to you. It is suggested that you participate in regular classroom activities and pay special attention to the children you will be working with.

Establishing rapport with the Head Start child by visiting the classroom can be challenging. Young children are not always eager to talk or to leave the classroom for testing. More time and effort is required to get acquainted than with Home Start families.

- Selecting the First Child

Start with the child that is first on your list. Personally take the child from the classroom to the room in which you will be conducting the activities and bring the child back after you are finished. This will give you an opportunity to talk to the child before and after each session to make him/her feel at ease.

> Always ask the child prior to taking him/her to the special room whether he/she wants to go to the bathroom or would like a drink of water.

- Finding a Room to Conduct the Activities

Although you or the Site Coordinator will have talked with the Center Director and/or Teacher about a room in which to conduct activities, you should confirm this with them. Say, for example: "The Site Coordinator has told me that arrangements have been made for me to use _____ room to work with the children. Is the room still available for this purpose?"

If there is no special room available, ask permission to use the kitchen or hallway, or take the child outside to the playground (if present) if no other children are planning to be outside at that time. As a last resort, you may select a quiet corner in the classroom to conduct the activities, but it is NOT RECOMMENDED.

- Setting Up the Room

Before you start with any of the activities, go to the room and determine the following:

1. Is there a child-size table in the room with two chairs? (If not, you may conduct the activities on the floor or ask the teacher if you can use classroom furniture for the session.)

2. Is the room filled with toys or books which might distract the child during the session? (If so, arrange the child's chair in such a way that he/she is not facing the distractions. You also can cover the distractions with an old bed sheet or table cloth which you should carry with you.)

- Finalization of the Center Visit

Always make sure to thank the Center Director and/or Teacher for their cooperation.

V. MONITORING

Monitoring of test performance will be conducted weekly for each community interviewer, either by yourself, the Site Coordinator, or the Site Monitor from Abt Associates Inc.

When monitoring a testing visit, refrain from making any comments to the community interviewer regarding her test performance while you are still in the home. Reserve your comments till later. In some instances, community interviewers may look to you for assistance. Give her some time to handle the situation by herself. Only in unusually difficult situations should you make suggestions to the tester or help her by taking a sibling out of the room to improve testing conditions. Your role is not to babysit but to monitor test performance. So you should be present while the tests and/or questionnaires are being administered.

> ALL TESTS AND QUESTIONNAIRES MUST BE MONITORED
> NOT ONLY THE CHILD MEASURES AND THE 8-BLOCK

An attempt should be made to monitor the first battery one week; the following week the second visit battery.

Some general procedures which should be followed for on-going monitoring are noted below:

1. ONLY ONE MONITORING VISIT SHOULD BE MADE TO ANY ONE FAMILY INVOLVED IN THE EVALUATION.

2. At NO TIME will more than one person supervise the testing (i.e., the Site Coordinator and the Site Monitor or Site Monitor and another community interviewer).

3. If the Home Visitor is planning to accompany the community interviewer on a testing visit which you plan to monitor, you should contact the Home Visitor at least three days in advance so that she can let the family know how many people are planning to visit her.

4. Likewise, site coordinators should notify community interviewers three days in advance of the monitoring visit so that they know you are coming and can arrange to meet somewhere prior to the testing.

- Head Start Monitoring Procedure

Head Start monitoring procedures are slightly different from those used for Home Start families since it may not be possible to monitor a full battery of tests. Plan to be at the Center when the community interviewer is scheduled to be there and spend approximately two hours monitoring the testing. This means that you would observe three PSIs and two DDSTs, for example, rather than any of the other tests.

- Monitoring and Performance Evaluation

The forms are the same as those used during the Fall. Copies can be found in Appendix D. Monitoring forms will again be used for the following measures:

- PSI you should note both administration errors and score along with the community interviewer;
- DDST same as for PSI;
- 8-Block same as for PSI;
- Height and Weight - note administration errors only on the Questionnaire form;
- Schaefer Behavior Inventory, Food Intake Questionnaire, Home Environment Scale and Parent Interviews I & II - note administration errors only.

Each time an error occurs, place a checkmark in the appropriate space. Total the checkmarks after the test has been completed and multiply by the weight assigned to each item.

Then total the column and determine whether the total exceeds the number of acceptable errors. If it does, call the Coordinator of Field Operations immediately. If the number of errors is lower, call the community interviewer and discuss administration errors.

For the PSI, DDST and 8-Block you should score along and indicate discrepancies on the Monitoring and Performance Evaluation Form. Always send in the Monitoring Form, even if no errors were made. Simply indicate this by placing a zero in the total column.

At the end of the visit, complete the visit summary sheet. On this sheet you simply record the total number of Administration Errors and Scoring Discrepancies for each of the tests that were

administered that particular day. Again, total the column and determine whether the total exceeds the number of acceptable errors. If it does on the summary sheet, the Coordinator for Field Operations should be contacted immediately.

DO NOT CHANGE ANY OF THE SCORES ON THE SCORE FORMS

Monitoring and Performance Evaluation Forms are to be submitted weekly to Abt Associates Inc. with the monitor's score forms and other testing materials.

- Logging of Testing Materials

At the end of each day, the following administrative tasks should be completed:

1. Look at the front sheet of each testing booklet to see whether you completed it; i.e., did you indicate whether you believe the information should or should not be used for the evaluation and the reasons why you don't think so?

2. Go over the testing materials to insure that all tests were inserted in the proper envelope and that you have checked the contents on each envelope. Never seal the envelope.

3. Take out your checksheet and indicate on it which tests you did not need to collect by looking at your Family Assignment Sheet.

NAME OF FAMILIES	Parent Interview I	Preschool Inventory - FC	Preschool Inventory - Sib	Height & Weight - FC	Height & Weight - Sib	Schaefer - FP	Food Intake - FP	Home Environment - FP	Tester Log	Visit I COMPLETE	Denver Development - FC	8-Block - FP & FC	Parent Interview II	PCCL & Mother Behavior Observation Scale	Tester Log	Parent Card	Visit II COMPLETE	Home Visit Observation	
Brown	✓	✓	X	✓	X	✓	✓	✓	✓	✓									
Adams		✓	✓			✓	✓	✓											

The Brown Family for example has only a Focal Child and no siblings.

At the end of each day mark the tests you collected with a check mark. This check-sheet will enable you to keep track of the tests you already have administered and those you still need to give. This check-sheet is for your purposes only and is <u>not</u> forwarded to the Site Coordinator.

4. Take out a Log of Unsuccessful Visits (Exhibit VIII) and daily record visits you made to a family when you found the family not at home. Record on the Log the child's name, whether this was your first or second unsuccessful visit and the reason why this visit was unsuccessful. You need to record on this Log all unsuccessful visits made to any family.

At the end of each week, completed test materials together with Logs should be forwarded to the Coordinator of Field Operations (for Alabama, Arkansas, Ohio and Texas), while community interviewers in Kansas and West Virginia send their completed materials to the site coordinator.

- Review of Completed Score Forms

After the completed materials have been logged, they should be checked for completeness (i.e., were any items skipped or not scored?) If the score forms are not complete, obtain additional data before sending the materials to Abt Associates Inc. For example, if you collected the Parent Food Intake Questionnaire but are still waiting for the Center Food Intake Supplement, you should hold the Food Intake until you have received the Supplement. When you have all the information, send it on to Abt Associates Inc. or your site coordinator. You also may score items or correct scores, if you have sufficient information to do so. For example, on the PSI, Item #1 reads as follows on this score form. (The child's name is Johnny.)

1.	WHAT IS YOUR FIRST NAME?	C	W	DK	R	NR	v	Write in response: Johnny

The community interviewer failed to score this item, but you have sufficient information to score it for her (writing in the margin). Circle C and v.

On the following items, the community interviewer obviously made a mistake scoring Item #22.

19.	POINT TO THE MIDDLE ONE.	(C)	W	DK	R	NR	v	○	○	⊗	○	○
20.	POINT TO THE FIRST ONE.	(C)	W	DK	R	NR	v	⊗	○	○	○	○
21.	POINT TO THE LAST ONE.	C	(W)	DK	R	NR	v	○	○	○	⊗	○
22.	POINT TO THE SECOND ONE.	(C)	W	DK	R	NR	v	○	○	○	⊗	○
											YOU	

Correct the scoring for her.

ALWAYS USE A DIFFERENT COLOR PEN WHEN SCORING OR CORRECTING SCORES FOR THE COMMUNITY INTERVIEWER

You only correct scores, or score for the community interviewer during your review of completed materials NOT FOLLOWING A MONITORING VISIT. Only if the score form has sufficient information to warrant a change should you do so.

For example in the following instance you DO NOT change the score form:

Tester's Score Form

	Write in number of steps up to 8
Response 1.	number of steps 3 DK R NR
Response 2.	number of steps 2 DK R NR
Response 3.	number of steps 3 DK R NR

Your Score Form

	Write in number of steps up to 8
Response 1.	number of steps 2 DK R NR
Response 2.	number of steps 3 DK R NR
Response 3.	number of steps 3 DK R NR

Scoring mistakes to watch for when reviewing completed instruments are outlined in Appendix E.

VI. FIELD LOGISTICS

In this section you will find details regarding all aspects of the field logistics. Please review this section carefully. If correct logistical procedures are not followed, it may jeopardize the entire Spring field operations.

• Mailing of Materials

In Kansas and West Virginia, materials must be mailed to the site coordinator on the last day of the week, Friday or Saturday. In urban communities, when feasible, community interviewers should drop the materials off at the house of the site coordinator. In the other four sites, materials should be mailed directly to the Coordinator of Field Operations. Included with the test materials should be:

- all testing materials you completed that week, and
- log of unsuccessful visits.

If you are unable to send these materials on Friday or Saturday or to drop them off over the weekend, you must call your site coordinator or the Coordinator of Field Operations and inform her of this.

If you are mailing testing materials, they must be sent CERTIFIED MAIL/RETURN RECEIPT REQUESTED. This means that you will have to go to the Post Office to deliver the materials at the end of the week. To make things simpler for everyone, we are providing you with large envelopes, certified mail stickers, and return receipts. At the end of the week seal the envelope (large) and take out a certified mail sticker.

Complete this portion of the Certified Mail Receipt by indicating the NAME AND ADDRESS OF PERSON TO WHOM MATERIALS ARE BEING SENT.

This portion will be your receipt after it has been stamped by the P.O.

No. 211497

RECEIPT FOR CERTIFIED MAIL—30¢ (plus postage)

SENT TO: Addressee

STREET AND NO.

P.O., STATE AND ZIP CODE

POSTMARK OR DATE

OPTIONAL SERVICES FOR ADDITIONAL FEES

RETURN RECEIPT SERVICES
1 Shows to whom and date delivered ..... 15¢
With delivery to addressee only ..... 65¢
2 Shows to whom, date and where delivered .. 35¢
With delivery to addressee only ..... 85¢

DELIVER TO ADDRESSEE ONLY ..... 50¢

SPECIAL DELIVERY (extra fee required)

PS Form 3800 Apr. 1971

NO INSURANCE COVERAGE PROVIDED— NOT FOR INTERNATIONAL MAIL

(See other side)

GPO : 1972 O - 460-743

CERTIFIED MAIL No. 211497

This portion will go on envelope

goes on return receipt see below

Note the Certified Mail # on the back of the Return Receipt, as follows:

SENDER: Be sure to follow instructions on other side

PLEASE FURNISH SERVICE(S) INDICATED BY CHECKED BLOCK(S)
(Additional charges required for these services)

☒ Show to whom, date and address where delivered ☐ Deliver ONLY to addressee

RECEIPT
Received the numbered article described below

REGISTERED NO.

CERTIFIED NO. 211497

INSURED NO.

DATE DELIVERED

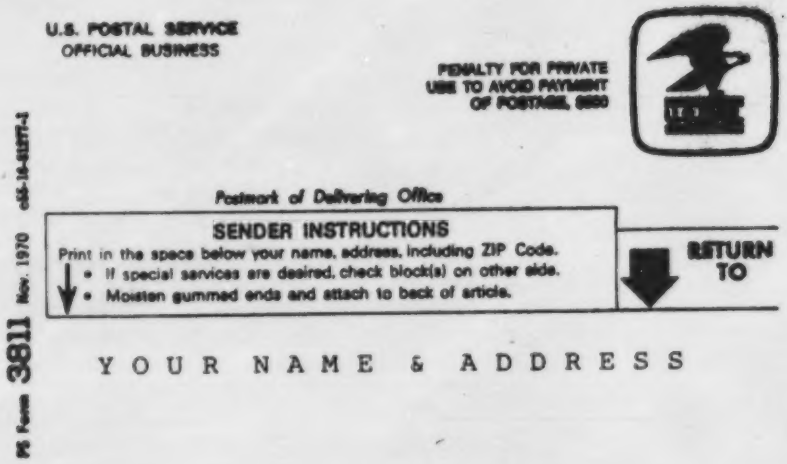
SIGNATURE OR NAME OF ADDRESSEE (Must always be filled in.)

SIGNATURE OF ADDRESSEE'S AGENT, IF ANY

SHOW WHERE DELIVERED (Only if requested, and include ZIP Code)

41

Write on this side of the return receipt YOUR NAME AND ADDRESS. The receipt will be mailed back to you.


U.S. POSTAL SERVICE
OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID PAYMENT OF POSTAGE, $300

PS Form 3811 Nov. 1970

Postmark of Delivering Office

SENDER INSTRUCTIONS

Print in the space below your name, address, including ZIP Code.
- If special services are desired, check block(s) on other side.
- Moisten gummed ends and attach to back of article.

RETURN TO

YOUR NAME & ADDRESS

After completing all these steps go to the Post Office and pay the postage required. Get a receipt for postage fees and note the amount on next week's Time and Travel Log. The receipt should be attached to your T. & T. Log.

Be sure you keep the receipt for sending the package certified mail. These receipts are proof that you have mailed the materials.

Those field staff who are mailing test materials directly to the Coordinator of Field Operations will be provided with printed labels with the address on it. Make sure that all packages are sent Air Mail and are certified. Also indicate on the envelope: HOLD FOR ARRIVAL.

- Communications

If you have any questions regarding the tests, procedures or any other aspects of the field activities, call the site coordinator (Kansas and West Virginia) or the Coordinator of Field Operations (in the remaining four sites). The person to contact at Abt is:

Marrit Nauta
(202) 333-0649
or
(617) 492-7100

ALWAYS CALL PERSON-TO-PERSON AND COLLECT

You should keep notepaper and pencil near the telephone. Note down all calls you received and what actions need to be taken in followup to the telephone call. Review your communications list periodically to refresh your memory of things that need to be done. Also keep your Master and Testing Schedule handy; you will need to refer to it frequently during the course of the Spring field effort.

- Payment Procedures

The following procedures should be followed for the reimbursement of local expenses and payment of wages:

1. Training

All field staff will be paid $168 for a 7-day period for participating in the training conference. If you are unable to participate in the entire training conference, you will be paid on a pro-rated basis.

Travel costs will be paid for you. Air travel will be arranged and paid for by Abt Associates. Travel to and from the airport will be reimbursed on receipt of a properly completed invoice. If buses or trains are used, receipts must be attached to the invoice.

Travel to the training conference by private car will be reimbursed at 15¢ per mile. If the cost of travel by car exceeds the air fare, reimbursement will be only up to the cost of air fare.

2. Testing

You will be paid on an hourly basis for work you have completed. In addition, local travel expenses and other miscellaneous costs, such as telephone charges and postage fees, will be reimbursed.

In order to get reimbursed for local travel, miscellaneous expenses and to get paid for hours worked, you must record the following information on a daily basis:

- date of the visit
- name of the family visited
- visit # (i.e., whether it is your 1st, 2nd or 3rd visit)
- time started -- the time you left your home to visit the family

- mileage to the home of the family
- mileage from the home of the family
- time ended -- the time you returned home from your visit
- total hours worked in testing that family
- total mileage for your visit.

If you are testing in a Head Start Center, you may simply indicate your mileage to and from the center and your total time (including travel) at the center. Indicate also the names of each family you worked with at the center. You do not have to keep track, however, of the amount of time you spent with each individual family.

In addition to the above information which you record for each of your testing visits, you must indicate the following:

A - Administration -- time spent on scheduling testing visits, and preparing materials for visits and mailing.

TR - Travel Time which is not associated with any visits. This category would be used for dropping off materials to families at the end of the week to the home of the site coordinator or Post Office.

M - Monitoring Activities

On page 2 of the T & T Log, you must record miscellaneous expenses such as Postage Fees and Telephone Charges.[1] (Attach receipts or bills if applicable.) YOU MUST COMPLETE THIS LOG PROPERLY IN ORDER TO GET PAID AND REIMBURSED FOR MILEAGE.

Let us review the attached example of a weekly time and travel log on a step-by-step basis. Note that all items which must be recorded on the log are underlined.

- May 12 -- date -- I am meeting with the Site Coordinator to get a testing trunk so I have indicated the Code A for Administration. I left my house at 9:00 (time started) and returned home at 12:00 noon (time ended). I had to drive 4.5 miles to the meeting and 4.5 to get back home (mileage to and from home). To attend this meeting, I worked 3 hours (total hours) and drove 9 miles (total mileage).

[1] Miscellaneous expenses are not reimbursed on a weekly basis but charged against an advance which you will receive. Upon completion of all evaluation activities, expenses exceeding the advance will be reimbursed.

To prepare myself for visits the following day, I spent some time in the afternoon filling out the score forms for the first visit. Note that I recorded the date, A for Administration, the time I started, the time I stopped work and the total # of hours.

-May 13 -- I made my first visit to the Baker family. I left the house at 8:45 AM (time started) and drove 8 miles (mileage to home of Family). I drove again 8 miles to get home (mileage from home of Family) and arrived there at 10:15 AM (time ended). I worked a total of 1.5 hours (total hours) and drove 16 miles for this particular visit.

In the afternoon on the same day (date) I made my first visit to the Adams family. I left my house at 12:15 PM and drove 3.4 miles to get to the family. I drove again 3.4 miles to get home and arrived there at 2:15 PM. To complete this visit to the Adams family, I worked a total of 2 hours and drove 6.8 miles.

In the evening I spent 15 minutes preparing materials for the following day.

-On May 14, I have two visits scheduled during the morning -- one to the Jones family and one to the Newman family. Both will be my first visit to the families. I left the house at 8:15 AM to go to the Jones family. I drove 4.5 miles to get there. Following the completion of this visit, I am going DIRECTLY from the Jones' to the Newman family -- Note that I left the mileage from home blank, since the mileage from the Jones to the Newman family is recorded under mileage to home. I worked a total of 2 hours to complete the visit to the Jones family and drove 4.5 miles.

I arrived at the Newman's at 10:15 AM after driving 3 miles. I returned home at 12:00 noon and drove 7.5 miles to get there. I worked 1.75 hours to complete the visit to the Newmans and drove 10.5 miles.

-On May 15, I made three visits. The first one was my second visit to the Baker Family. I left the house at 8:45 AM and drove 8 miles to get to the Baker's. The visit was completed at 10:15 AM and I recorded total hours worked as 1.5. I then went directly to make my second visit with the Adams Family. I drove 3.4 miles to get there from the Baker Family. When I completed the visit it was

lunch time and I decided not to go home. I recorded the time I left the Adams Family as time ended -- 11:45 AM and left the mileage from home blank. To complete the 2nd visit to the Adams Family, I worked 1.5 hours and drove a total of 3.4 miles.

I left the restaurant at 1:30 to make my second visit to the Jones family. Record this time as time started for the Jones family. From the restaurant I had to drive 4 miles to get to their house (mileage to home). Following this visit I went home and arrived there at 3:00 PM, after driving 9 miles. I worked a total of 1.5 hours and 13 miles.

In the evening, I spend a half hour on test Administration.

I dropped off the materials at the house of the Site Coordinator the following day. I left the house at 1;00 PM and returned at 1:30 PM. I had to drive 4 miles to get to the house of the Site Coordinator and 4 miles back. Total hours worked this day was 0.5, and total mileage came to 8.

Total up the TOTAL HOURS AND TOTAL MILEAGE COLUMNS and record the totals on the second page of the log. Multiply the total hours column by your hourly wage to determine the wages that will be paid to you for that particular week. Multiply the total mileage column by $0.15 to determine expenses for that week for which you will be reimbursed. Indicate on the left expenses for postage, telephone, and other.

- Where to Send Time and Travel Logs

Completed Time and Travel Logs need to be submitted weekly to Ilona Ferraro, Abt Associates Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138. Special envelopes will be provided to you in which to mail the Time and Travel Logs together with appropriate receipts. In Kansas and West Virginia, Time and Travel Logs should be given to the site coordinator.

- Telephone Charges

You will be reimbursed for each local telephone call at 10 cents per call. Weekly, note the number of calls you made on your Time and Travel Log. If you made Long Distance calls from your home telephone or charged to your home, submit the telephone bill and mark the calls you made for Home Start Evaluation purposes. Total the calls you need to be reimbursed for and note the total on your Time and Travel Log. Also attach the detailed telephone bill.

- Bonus

When all testing has been completed and your performance was satisfactory, you will be paid a previously agreed upon bonus for each hour you worked. Bonuses will be paid after you have returned your trunk and trunk contents have been checked for completeness. In computing your bonus, we will take into consideration timeliness of collecting the data, completeness of data collected and punctuality in terms of testing visits.

- Taxes

Abt Associates Inc. does not withhold income or other taxes from your earnings. At the end of the Spring field effort, a statement will be sent to you indicating your total earnings for the year.

Weekly TIME AND TRAVEL LOG

Home Start Community Interviewers

Name John Doe Week Ending 5/3, 1974

Address Anytown, U.S.A.

Date	Name of Family or Code	Visit #	Time Started	Time Ended	Total Hours	Mileage To Home	Mileage From Home	Total Mileage
9/3	A	-	9:00	12:00	3	4.5	4.5	9
9/3	A	-	4:10	4:25	0.25	—	—	—
9/4	Baker, Wm.	1	8:45	10:15	1.5	8.0	8.0	16
9/4	Adams, John	1	12:15	2:15	2	3.4	3.4	6.8
9/5	A	—	8:00	8:15	0.25	—	—	—
9/5	Jones, Bill	1	8:15	10:15	2	4.5	-	4.5
9/5	Newman, Jo	1	10:15	12:00	1.75	3	7.5	10.5
9/6	Baker, Wm	2	8:45	10:15	1.5	8.0	-	8.0
9/6	Adams, John	2	10:15	11:45	1.5	3.4	-	3.4
9/6	Jones, Bill	2	1:30	3:00	1.5	4.0	9.0	13.0
9/6	A	-	7:00	7:30	0.5	-	-	-
9/7	TR	-	1:00	1:30	0.5	4.0	4.0	8.0
	SUB-TOTAL				16.25			79.2

Date	Name of Family or Code	Visit #	Time Started	Time Ended	Total Hours	Mileage To Home	Mileage From Home	Total Mileage
	Subtotal from Previous Page	-	-	-	16.25	-	-	79.2
TOTAL					16.25			79.2
					x 250	Hourly Salary		x 0.10
					$4063			$ 79.20

Miscellaneous Expenses:

Postage $ 0.20

Telephone $ 0.30

Other: $ _____

Specify

_____

_____

_____

John Doe

Signature Community Interviewer

- Finalization of Spring Field Effort

After you have completed all testing, do an inventory of trunk contents, as well as of score forms which you did not use. The inventory taped to the inside of your trunk should be used for this purpose.

As soon as the last data have been received by the Coordinator of Field Operations, you will be sent a memo with detailed instructions for shipping the trunk and additional testing materials to the High/Scope Educational Research Foundation. Do not return the trunk before you get the memo, since additional information may need to be obtained from families.

After the trunk has arrived at the High/Scope Educational Research Foundation and the contents have been checked, your bonus check will be mailed to you. Since shipping trunks may take a couple of weeks, you should not expect to receive your bonus until some time in August.

EXHIBIT I

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX 710-320-6367

March 1975

Dear Home Start Parent:

Almost six months have gone by since a Community Interviewer of the National Home Start Evaluation visited with you to do some activities with your child and to talk with you about your child and the things you do with him or her. In order to get a better idea of how the Home Start Program is working, we would again like to meet with you to ask you some of the same questions and spend some time with your child.

The reason why we are asking the same questions as last Fall is to make sure that the Community Interviewer who met with you wrote down exactly what you told her and to find out whether any changes have occurred during the last six months. We feel that the information you provide will help families who enroll in Home Start in the coming years.

During the months of April-June, someone from Home Start or the Site Coordinator for the Evaluation will be in touch with you either by telephone or mail to arrange a time and date for a visit to your home. A specially trained Community Interviewer from your area will visit with you for a period of about 1-1/2 hours at a time you have agreed upon. During the visit itself, if you feel your child is getting too tired or the visit is too long, please feel free to let the Community Interviewer know. She'd be happy to come back at another time to finish the activities.

The Community Interviewer is planning to visit you two times. The second visit to your home also will last approximately 1-1/2 hours. After all the activities have been completed, the Community Interviewer will ask you to sign a card which will be sent to us. When it reaches us, we will send you a check for $5.00 as our thanks for your help.

On one of the visits to your home, someone may accompany the Community Interviewer so that we can find out whether she is doing a good job.

If for any reason you are unable to participate in the evaluation activities, please let the Home Visitor or Site Coordinator know. She will ask you to sign a letter in which you indicate the reason why you are unable to participate which will then be sent to us.

We appreciate your continued willingness to let us visit with you and your child and assure you that anything you tell the Community Interviewer will be treated confidentially.

Sincerely yours,

Marrit J. Nauta
Coordinator of Field Operations
National Home Start Evaluation

MJN:az

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EXHIBIT II

ABT ASSOCIATES INC
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX 710-320-6367

March 1975

Dear Head Start Parent:

Almost six months have gone by since a Community Interviewer of the National Home Start Evaluation visited with you to do some activities with your child and to talk with you about your child and the things you do with him or her. In order to get a better idea of how the Home Start and Head Start Programs are working, we would again like to meet with you to ask you some of the same questions and spend some time with your child.

The reason why we are asking the same questions as last Fall is to make sure that the Community Interviewer who met with you wrote down exactly what you told her and to find out whether any changes have occurred during the last six months. We feel that the information you provide will help families who enroll in Head Start or Home Start in the coming years.

During the months of April-June, arrangements will be made with the Head Start teacher to visit your child at the Center for about one-half hour. If you'd like to be present while activities are conducted with your child, please let the teacher know. In addition, someone from Head Start or the Site Coordinator for the Evaluation will be in touch with you to arrange a time and date for a visit at the Center with you.

We would like to stress that you do not have to answer any questions you don't want to. During the visit itself, if you feel the child is getting too tired or the visit is too long, please feel free to let the Community Interviewer know. She'd be happy to arrange for another time to finish the activities.

After all activities have been completed, the Community Interviewer will ask you to sign a green card which will be sent to us. When it reaches us, we will send you a check for $5.00 as our thanks for your help.

We appreciate your willingness to let us visit with you and your child and assure you that anything you tell the Community Interviewer will be treated confidentially.

Sincerely yours,

Marrit J. Nauta
Coordinator of Field
Operations

MJN:ar

EXHIBIT III

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX 710-320-6367

March 1975

Dear Parent:

Almost six months have gone by since a Community Interviewer of the National Home Start Evaluation visited with you to do some activities with your child and to talk with you about your child and the things you do with him or her. Although you are no longer participating in Home Start, we'd like to visit with you and your child one more time to get a better idea of what it has meant to you and your child to be involved in the program for a year. We feel that the information you provide will help families who enroll in Home Start in the coming years.

During the months of April-June, the Site Coordinator or Community Interviewer for the Evaluation will be in touch with you either by telephone or mail to arrange a time and date for a visit to your home. A specially trained Community Interviewer from your area will visit with you for a period of about 1-1/2 hours at a time you have agreed upon. During the visit itself, if you feel your child is getting too tired or the visit is too long, please feel free to let the Community Interviewer know. She'd be happy to come back at another time to finish the activities. Also you do not have to answer any questions you feel are too personal.

The Community Interviewer is planning to visit you two times. The second visit to your home also will last approximately 1-1/2 hours. After all the activities have been completed, the Community Interviewer will ask you to sign a card which will be sent to us. When it reaches us, we will send you a check for $5.00 as our thanks for your help.

On one of the visits to your home, someone may accompany the Community Interviewer so that we can find out whether she is doing a good job.

If for any reason you are unable to participate in the evaluation activities, please let the Site Coordinator know. She will ask you to sign a letter in which you indicate the reason why you are unable to participate which will then be sent to us.

We appreciate your continued willingness to let us visit with you and your child this last time and assure you that anything you tell the Community Interviewer will be treated confidentially.

Sincerely yours,

Marrit J. Nauta
Coordinator of Field Operations
National Home Start Evaluation

MJN:dz

EXHIBIT IV

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX 710-320-6367

This is to inform you that I am no longer willing to participate in the National Home Start Evaluation. I have checked below my reasons for this decison.

_____ Lack of interest in the program

_____ Illness in the family

_____ Displeased with evaluation activities last Spring

_____ Other_____

_____
Signature of Parent

_____
Name (please print)

_____
Address

_____

_____
Date

_____
Site

Community Interviewer

FAMILY ASSIGNMENT SHEET

EXHIBIT V

CODE*	FAMILY NAME AND ADDRESS (Name of HV/Teacher-Center)	NAME OF FOCAL CHILD (date of birth)	NAME OF SIBLING (date of birth)	PLANNED COMPLETION DATE

HM = Home Start families
HD = Head Start families

The codes which are circled indicate that a home visit needs to be observed to that family.

EXHIBIT VI

MASTER SCHEDULE: _____ Page _____

Focal Child Name(HV/Center)	Community Interviewer Assignment	Group	4/28 - 5/3	5/5 - 10	5/12 - 17	5/19 - 24	5/24 - 31	6/2 - 7	6/9 - 14	6/16 - 21	6/23 - 28	Comments(Sibling

* Target Completion Date - Visit I
** Target Completion Date - Visit II
*** Target Completion Date - Visits I and II
(put checkmark ✓ in appropriate column to indicate which week visit has been scheduled in)

EXHIBIT VII HOME START TRUNK INVENTORY

Tester's Name _____ Trunk Number _____

Site _____

Start	End	PSI
_____	_____	Plastic Cars (2 sets of 3 colors)
_____	_____	Paper Boxes (2 sets of 3 colors)
_____	_____	Scotch Tape
_____	_____	1 Box of Checkers
_____	_____	1 Box of Crayons
_____	_____	3 Children's Pencils
_____	_____	2 Tester Pencils
		DDST
_____	_____	8 Blocks (2 sets of 4 colors - 1")
_____	_____	1 Stop watch # _____
_____	_____	1 Tennis Ball
		8-BLOCK
_____	_____	1 Set of 14 Blocks
_____	_____	1 8-Board Block
_____	_____	1 Tape Recorder # _____
		HEIGHT and WEIGHT
_____	_____	1 Square Board with feet
_____	_____	1 Triangular Board
_____	_____	1 Tape Measure
_____	_____	1 Scale # _____

Start	End	FOOD INTAKE
_____	_____	1 Large Plastic Glass (8 oz.)
_____	_____	1 Small Plastic Glass (4 oz.)
_____	_____	1 Bowl
_____	_____	1 Tablespoon
_____	_____	1 2-oz. Hamburger Patty

SCORE FORM INVENTORY (to be done at conclusion of field effort)

Number	Item	Number	Item
_____	PSI Manuals	_____	Food Intake Manuals
_____	PSI Score Forms	_____	Food Intake Questionnaires
_____	DDST Score Forms	_____	Food Intake Supplements
_____	8-Block Manuals	_____	Schaeffer Manuals
_____	8-Block Score Forms	_____	Schaeffer Score Forms
_____	Height and Weight Score Forms	_____	Home Environment Scale Score Forms
_____	Tester Logs	_____	Observation Checklists
_____	Tester Envelopes	_____	Parent Interview I
		_____	Parent Interview II
		_____	Home Visit Observation Score Form

ALL OTHER MATERIALS MAY BE THROWN OUT

_____
Tester Signature (Start)

_____
Signature H/S Personnel
Doing Inventory

_____
Tester Signature (End)

60

EXHIBIT VIII

LOG OF UNSUCCESSFUL VISITS

NAME OF CI _____ WEEK ENDING: _____

DATE OF VISIT	FULL NAME OF FOCAL CHILD	PREVIOUS # OF UNSUCCESSFUL VISITS	REASON FOR UNSUCCESSFUL VISIT

APPENDIX A

Summary of Major Seven-Month Conclusions
from Interim Report V: Summative Evaluation Results

1. Home Start families surpassed control families in six program goal areas:

   - child school readiness;
   - child medical and dental care;
   - mother/child relationship;
   - mother as teacher;
   - home materials for the child;
   - family community involvement.

2. Home Start families did not show any improvement relative to control families in three goal areas where improvement was clearly expected:

   - child nutrition;
   - child immunizations;
   - family use of existing community resources.

3. In two more goal areas Home Start families did not show any improvement relative to the control families, but it is uncertain to what extent such improvements were expected:

   - child social-emotional development;
   - child physical-motor development.

4. Home Start families kept pace with Head Start families in all but three goal areas, suggesting the two programs are generally comparable:

   - child nutrition;
   - child medical care;
   - day care services.

APPENDIX B:

GENERAL TESTING AND INTERVIEWING PRACTICES

There are certain rules for testing young children and interviewing parents that are uniform for all tests and questionnaires. It is important that you are thoroughly familiar with these general procedures.

- **Test Practices**

Test Instructions

You should familiarize yourself with the printed instructions for the two child measures: the Preschool Inventory (PSI) and the Denver Developmental Screening Test (DDST). Instructions for the DDST can be found in the printed test booklet, while a separate administration manual has been prepared for the PSI.

If you are showing the child a picture in the test booklet and ask her to color or point to it, make sure you fold the test booklet or cover part of the booklet with your hand so that the child only sees the page she needs to work with. If you leave your booklet open, the child may get distracted.

Test Materials

For each of the child measures, you will find a list of materials you will need in your instruction manuals.
Make sure you always have the correct materials with you when you plan to conduct a particular activity.

Materials for each test should be kept in separate bags.
If, for example, you are administering two tests -- the PSI and the DDST -- you will need two paper bags with appropriate materials.

We suggest that you always carry the 8-Block Board. You may need it in order to administer the Preschool Inventory (PSI) if you cannot locate the flat surface required for some of the PSI items.

Asking the Questions

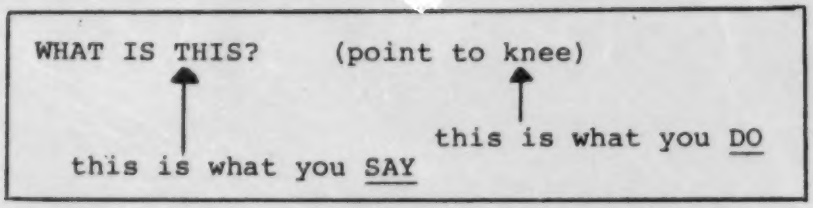
Let's take a look at the different types of print that can be found in the test booklets.

BOLD TYPE (Capital Letters) - are questions you should ask the child AS THEY ARE WRITTEN

Lower Case Type (or type in parentheses) - are instructions to the community interviewer regarding the question.

Italics - things to be particularly careful of.

For example:



The questions (or commands) should be read slowly and clearly, but fast enough to get the job done without taking too much time. IT IS ESSENTIAL THAT THE QUESTIONS BE ASKED JUST AS THEY ARE WRITTEN AND IN THE ORDER IN WHICH THEY APPEAR IN THE TEST BOOKLET. DO NOT STRESS WORDS UNLESS THEY ARE UNDERLINED. CONSISTENCY OF TEST ADMINISTRATION IS OF UTMOST IMPORTANCE. EACH CHILD MUST BE GIVEN A FAIR OPPORTUNITY TO DEMONSTRATE HIS KNOWLEDGE OF THE SUBJECT MATTER. DEPARTURES FROM THE PRESCRIBED PROCEDURES MAY INVALIDATE THE EVALUATION RESULTS.

Instructions for Repeating Questions

On the DDST, you may ask a question up to three times (original question and 2 repeats) if the child refuses to answer, doesn't respond or says he doesn't know or can't in response to your question. After you have asked the question three times, you record the child's last response.

On the PSI, you may ask most questions twice (original and one repeat). See your Administration Manual for items which you must NOT repeat.

Scoring the Child's Response

Let's take a look at different response codes which are used for the three child measures.

C = Correct. The child responds correctly to the question or command.

W = Wrong. The child gives an incorrect response.

DK = Don't know. The child indicates that he/she doesn't know by saying "I don't know", "I can't

or by shrugging his/her shoulders. If the child's final response is "Uh-Uh", or (s)he repeats your question or a key word of the question, DK should be circled.

R = Refusal. The child indicates unwillingness to respond, either by saying "I don't want to do it" or by responding with an answer completely unrelated to your question.

NR = No Response. The child doesn't say or do anything.

The child's response should be circled.

On the PSI you must indicate whether the child responded to the questions with a verbal answer. If the child's answer was verbal, v should be circled.

On some of the questions you are required to write in exactly what the child said.

Here are some scoring examples:

Test Item	Child's Response	Scoring
SHOW ME YOUR SHOULDER	(Child points to shoulder)	(C) W DK R NR
PUT THIS BLOCK UNDER THE TABLE	(child puts block ON the table)	C (W) DK R NR
POINT TO THE LITTLE BLUE BLOCK or POINT TO THE LITTLE BLUE BLOCK	"I don't know. I really don't know" "Block" (key word)	C W (DK) R NR
WATCH ME HOP. NOW YOU HOP or IF YOU WANTED TO FIND A LION WHERE WOULD YOU LOOK?	"I don't want to do this" "Mommy, please read me a story" (unrelated)	C W DK (R) NR
WHICH OF THESE TWO GROUPS HAS MORE CHECKERS?	(the child doesn't respond)	C W DK R (NR)

On the PSI, if the child gives you an ambiguous (vague) response to a question, you may probe. For example, you ask the child:

WHAT IS THIS (point to knee)

- Child's response: That is a leg

WHAT ELSE DO WE CALL IT (probe)

- Child's response: A knee

No items are probed on the DDST. You simply record what the child said.

YOU MAY NEVER PROBE A CHILD'S ANSWER IF IT WAS WRONG.

For example:

HOW MANY TOES DO YOU HAVE?

- Child's response: two

(this is definitely wrong and should therefore not be probed)

You must ALWAYS SCORE the item even if you are not sure whether or not you scored it correctly. When you are in doubt, score the item, place a questionmark in the margin and explain why you are not certain about the way you scored. DO NOT LEAVE SCORES BLANK.

If you are asking a question, and the child gives you an answer before you have finished with the question, DO NOT ACCEPT THE CHILD'S RESPONSE, but repeat the question. Make sure you have the child's attention. Do not let him/her play with any of the materials. Only have materials on the table which you need for the test item you are giving. All other materials should be put away in your paper bag.

Instructions for Stopping the Test

As a general rule, a test MUST BE STOPPED if the child doesn't respond (NR) to FOUR ITEMS IN A ROW or any combination of DK's (don't knows), R's (refusals) or NR's (no responses) on four consecutive questions. There is one exception to this rule, however, on the DDST Language Section (see Instruction Booklet). You should continue the test if the child did not respond to 4 subquestions in a row.

Under no circumstance should you continue with the test after the child has not responded (or didn't know or refused) on four items in a row. If you stop the test and the child has not responded to any of the test items, either scored W (wrong) or C (correct), you may try to administer the test again at a later time. You may not redo the test if the child has given you a response on any of the questions.

If you find you have skipped an item, you may go back to the item to administer it to the child IF YOU HAVE NOT ALREADY COMPLETED THE TEST. Once you have completed the test, you cannot go back to an item simply because you forgot it. Write in the margin that you made a TESTER ERROR (or T.E.) if you skipped a question. The same procedure of writing in T.E. should be used if you administered the item incorrectly and you invalidated the child's response as a result.

Interruptions

Do not hesitate to stop a test temporarily if a child gets cranky or needs to go to the bathroom. Be sure, however, to note the TIME YOU STOPPED and the TIME YOU RESUMED the test on the front of the score form.

Location of Testing Activity

While you are establishing rapport with the child and the parent, size up the room(s) in which you will be testing to see which portion is most suitable for the activities you will be doing. On the DDST, you will be doing the following activities which require a specific location in the room:

- Building a bridge and tower -- flat surface is needed (a table, your 8-block board, or a hard surface floor may be used for this purpose)
- Drawings -- flat surface
- Prepositions -- an object or object(s) to place something ON, UNDER, BEHIND, and IN FRONT. Make sure that for the latter two items you do not use yourself since the child may be too shy to come close to you.
- Standing on one foot -- flat surface
- Forward and backward walk -- sufficient room for the child to walk eight steps in a straight line where he cannot hold on to objects in the room.
- Catching ball -- flat surface

For the PSI, you need a flat surface on which the child can draw. The Height and Weight requires a flat surface as well. The 8-Block is best administered seated at a table.

Sometimes you may want to administer some of the test items not requiring a flat surface in the living room and then move on to the hallway for the other activities.

General Instructions

Be sure to take the child to the bathroom before beginning the activity. The child should be seated before you ask your first question.

Make sure you indicate the time stopped for each of the tests. Also you need to indicate whether you believe the test is valid and if not why not. Any comments you can give us regard-

ing the test administration are helpful. PLEASE DO NOT FORGET TO PROVIDE US WITH THIS INFORMATION.

If the child has difficulty with English or is more comfortable with another language, that language may be used to establish rapport and to put the child at ease. Once the actual testing begins, ONLY THE INSTRUCTIONS AND QUESTIONS AS GIVEN IN ENGLISH in the test booklet MAY BE USED. At no time attempt to translate any of the questions.

- Interviewing Practices

Asking the Questions

The questions should be read slowly and clearly but fast enough to get the job done without taking too much time. It is necessary that each interviewer practice saying the questions out loud at home in order to read them to the respondent so they sound as if they are being asked in conversation. If the interviewer knows the questions well enough to be relaxed when reading them, the respondent will be relaxed when answering them.

It is important that the questions be asked JUST AS THEY ARE WRITTEN in the questionnaire and in the order that they are given. Everyone who is being interviewed will be asked the same questions. If an interviewer changes the wording of a question or asks it out of its order, the respondent may answer differently from the way he/she would if the correct wording and order were followed.

If a respondent seems upset about a question or refuses to answer a question, an interviewer should never insist on an answer. It is better to leave a question unanswered than to anger anyone.

If the parent refused to respond to the question, DO NOT LEAVE THE ITEM BLANK BUT WRITE IN "PARENT REFUSED." The same should be done if you later on discover that you have failed to ask a question of the parent after you have left the house. WRITE IN T.E. for Tester Error.

Creating a Comfortable Interview Situation

After the initial introduction, the conditions under which an interview is conducted are often vital to the success of the interview. It is recommended that you sit down before you begin the questionnaire.

Good rapport is extremely important in an interview. Be friendly but, at the same time, professional in your manner. Remember that you are a stranger. Be a sympathetic, interested and attentive listener. Encouraging nods, uh-uh's and similar gestures will convey to the respondent that she is understood and that her opinions are valued and appreciated. But don't overdo it.

Other Things Relating to the Interview

1. Be neutral with respect to the subject matter and do not express your opinions either on the subjects being discussed by the parent or on the parent's answers to the questions.

2. Read each question exactly as it is worded on the questionnaire. Do not trust your memory.

3. Read the questions naturally. Be thoroughly familiar with the questionnaire so that you can read each question without hesitation.

4. Do not volunteer to explain the question. If the respondent does not seem to understand a question, repeat it slowly and clearly. Give the parent time to consider the meaning of the question. Do not elaborate on the wording or suggest an answer to the question.

5. Be at ease yourself in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Also see Chapter IV of the Field Procedures Manual for a discussion of interview and testing situations and what you should do.

APPENDIX C:

SITUATIONS YOU MAY ENCOUNTER AND WHAT TO DO

While an attempt will be made to give you examples of frequent types of situations you may encounter and suggestions on how they may be handled, this chapter cannot possibly tell it all. The procedures for responding to certain situations are only suggestions. You yourself may find more effective ways of dealing with a specific problem.

Never say to the parent that the child did very well. The parent may then go to a neighbor to find out how her child did. The neighbor may feel bad because you didn't say the same thing about her child. Tell the mother the child did "just fine."

- The Negative Child

Situation: You are administering a child measure to the focal child and in the middle the child indicates that she does not want to do it anymore.

Suggestions:

(a) Suggest that you go for a drink of water or a brief walk before doing any more activities. (Be sure to indicate on the first page of the score form that you stopped the activity and the time you stopped.) Try to resume with the questions at the point where you left off.

(b) If after this break the child still refuses to answer or does not respond to the questions, stop the activity completely. Be sure you follow instructions for stopping a test (see Administration Manual for each instrument).[1]

(c) If the mother (or Teacher) is present you might ask her to leave the room. Occasionally an "aware" parent or teacher recognizes that the child may perform better if she were to leave the room. This will only work if the child does not become upset by the separation. Be sure to ask the mother whether the child might perform better if she were not present. If her answer is no, do not persuade her.

(d) If the mother (or teacher) is not present, ask the mother (or teacher) to come into the room and have the child sit on her lap. The mother (or teacher) cannot assist the child with any of the answers. The child must respond without any help from anyone.

[1] Administration Manuals will be given to you at the training conference

- The Overactive Child

Situation: You are administering a test and before you can ask the question the child is already giving you a response. For example, you are demonstrating "walking in a straight line." While you are demonstrating, the child starts to walk all across the room and does not pay any attention to what you are doing.

Suggestions:

(a) Always make sure that you have the child's attention. If the child responded before you even asked the question, say for example, "Johnny, I want you to watch me carefully." You also could take the child by the hand and make sure that he pays attention.

(b) Repeat the question (where permissible) and do not score what the child did or said if he did not respond to a specific question. For example, if the child walked around the room while you were demonstrating and the child did not watch, do not score his walking through the room, whether it was correct or not, but make sure he responds to your questions.

- The Distracted Child

Situation: The child loses interest in the activity and the materials and goes to play with a toy in the room or other materials you brought with you, while you are administering the test.

Suggestions:

(a) Make sure that all materials are kept in the bag and out of reach of the child, except for the materials being used for a particular measure or item. If the child is playing with something else, suggest that he play with it later. For example, the child is playing with the tennis ball and you are asking him to build a bridge with the blocks. Take the ball away. Be sure, however, that you let the child play with the ball afterwards if you promised him he could.

(b) Arrange the table and the child's position at the table so that his back is to any distractions which cannot be removed from the room.

(c) Suggest that you take a break and do the rest of the activity later. It is extremely important that you remain calm and firm with the child. Never ask the child if he will perform a task for you. Tell him in a nice and firm way.

- The Non-Responsive or Shy Child

Situation: You enter the home (or center) and introduce yourself to the mother (or teacher) and the focal child. The focal child appears very shy and fearful and clings to the mother. It may take you a long time to gain rapport with the child so that he/she will try to respond to the questions you will be asking.

Suggestions:

(a) Give the child blocks or some other materials which seem to interest him while you talk to the parent. (For Head Start, go into the room in which you will be working and talk with the teacher.)

(b) Do not make the shy child the center of attention by talking directly to him. Start out with one of the parent questionnaires while the child becomes used to you or talk with the teacher.

(c) Focus your attention on the child when you have completed the questionnaire and try to engage the child in conversation. If you have seen a swing outside, for example, you might suggest that you push him/her (weather permitting).

(d) If the child still appears to be shy and uncommunicative, ask the parent or teacher if they'd like to play with the child, using materials which you brought for the activities.

(e) When all suggestions fail and you are unable to get the child to respond to you, start working with a sibling if there is one in the home or finish the questionnaires. If the child still does not want to do any of the activities with you after all these attempts, suggest to the mother that you will come back at another time.

- An Over-Anxious Parent or Home Visitor

Situation: The mother (or home visitor) is present while you are administering the test. The mother is very anxious about the test since the child is not doing very well. She is prompting the child to give the correct answer and to change wrong responses.

Suggestions:

(a) Tell the mother (and home visitor) that the child must do the test without any help from anyone.

(b) Discuss with them that it is quite natural for a child of this particular age to give incorrect answers even if he/she knows better. Remind the parent that the child will not be expected to do well on everything asked of him because the activities were designed for children age 3 to 6.

(c) Make a notation in the margin of the score form indicating that the mother said the child knew the right answer. This may assure the mother that the people analyzing the data are made aware that the child can do better.

(d) If interference with the activity continues, you might tactfully suggest that the mother leave the room by saying: "Sometimes children do better if you were not in the room." Do not persuade the mother, however, if she has indicated that she wants to be present.

- Parent is Anxious About 8-Block

Situation: You have asked the mother to sit at the table in in kitchen or livingroom and you are setting up the tape recorder. The mother appears nervous and anxious.

Suggestions:

(a) Before you take out the tape recorder and set up the microphone, you should explain to the mother that this is an activity for both the mother and the child. Tell her that you are going to show her how to sort a set of blocks and that you will then ask her to teach the same task to her child. You can explain that we are interested in seeing how mothers work with their children and that the tape recorder will be running the whole time.

(b) If the mother has never heard herself on tape before, promise that you will let her hear a small part of the tape recording after the 8-Block has been finished.

Situation: The mother seems anxious because she wants to teach her child the task the right way and asks you how the tasks should be taught.

Suggestion:

(a) Make sure you stress to the mother that she can teach the child in any way she wants to and that there are no right or wrong ways in which to teach the task.

- Mother Wants to Know Why You Need to Taperecord the 8 - Block

Suggestion;

You may tell the mother that we are trying to find out how parents teach their children. We are tape-recording the 8 - Block so that someone who is experienced with different ways of teaching can study how parents teach their children.

- Mother Who is Upset About Testing

Situation: The parent is frightened by the whole idea of having her child involved in the evaluation and being interviewed herself.

Suggestion:

(a) Here the important thing is to lighten the atmosphere and to let the respondent know that you are friendly.

(b) Stress the importance of getting her responses to the questions so that we can determine whether Home Start is a good program.

(c) Remember that the tests do not compare one child with another, one program with another, but that we are looking at the overall effectiveness of the Program. (See page 3.)

Situation: The parent is upset about the tests and refuses to have her child involved in any more of them.

Suggestion:

(a) Do not try to persuade the parent to continue the interviews or to have the child participate in further testing. Note what the mother said on the tester log and the score form and thank her for her participation.

(b) Call your Site Coordinator to discuss what happened.

- A Turned-On Television

Situation: A television is turned on in the livingroom when you enter the home and is not turned off when you are getting ready to start the test.

Suggestions:

(a) Ask the mother if you could test the child in the kitchen. If the mother indicates that it is too messy and that she wants you to do the activities in the livingroom, do as she asks.

(b) Never ask the mother to turn the television set off -- Remember you are a guest in her home. You might tactfully ask her, however, to turn it down.

(c) Place the child in such a way that he cannot see the TV screen, with his back toward it.

- Testing A Focal Child and Sibling

Situation: You are testing two children in this home. When you are getting ready to start the PSI with the focal child, the sibling stands by and watches. This is not permissible since the sibling would already know the questions by the time she is being tested.

Suggestions:

(a) Explain to the mother and the home visitor that the sibling should not be present in the room while you are administering the PSI because you will do it later with the other child.

(b) If the mother doesn't take the child out of the room, give the sibling some of the test materials for another test and let him/her play with them away from the testing. Promise that you'll do some games with him/her after his/her brother/sister is finished.

- **Focal Child is Present for 8-Block**

Situation: You are in the kitchen setting up the tape recorder, the blocks and the board and the child is sitting on the mother's lap.

Suggestions:

(a) The focal child should not be in the room while the 8-Block sort task is being taught to the mother, since she in turn will have to teach it to the child.

(b) If the home visitor is present, suggest that she take the child on a walk, read a story, or undertake other activities. Stress the importance of not having the child present while the 8-Block is being taught.

(c) If the Home Visitor is not present during you testing visit, give the child some materials to play with away from the testing. Tell the child that his/her mother will play the game with him/her in a little while

- Mother is Embarrassed During Visit

Situation: You arrive at the home and the mother is embarrassed because she looks untidy or because the house "is in a mess."

Suggestion:

(a) Reassure the mother and say something about knowing how busy she is or how impossible it is to keep a house clean with kids around. Be sympathetic and show an interest.

- Visit is Inconvenient for Mother

Situation: The mother is irritated to be interrupted when you arrive at the home. She is ironing when you come and does not have time to sit down with you and devote full attention to the interview.

Suggestion:

(a) You may suggest to the mother that you interview her while she continues to do her ironing. Never imply that what she is doing is not important or less important than the interview.

Situation: The mother is bathing a younger child and does not feel she has time to devote to the interview.

Suggestion:

(a) Offer to come back at a more convenient time.

(b) Ask the Mother is you can go ahead with the activities with the child.

- Mother Wonders Why You Are Asking the Same Questions Again

Situation: You are asking the first few questions on the Parent Interview and the parent asks why you again need to know her birthdate and how many years of school she has completed.

Suggestions: Tell the mother that the reason why we are asking some of the same questions as we did in the Spring is to:

- find out if we wrote down exactly what she told us; and
- see whether anything has changed since we last spoke with her.

APPENDIX D

MONITORING AND PERFORMANCE

EVALUATION FORMS

SUMMARY

MONITORING AND PERFORMANCE EVALUATION

Tester _____ Family Name _____ Date _____

CHECK IF APPLICABLE	TESTS	TOTAL # OF ADMINISTRATION ERRORS	TOTAL # OF SCORING DISCREPANCIES
	PSI-FC		
	PSI-Sib		
	Schaefer-FP		N/A
	Food Intake-FP		N/A
	HES-FP		N/A
	DDST-FC		
	H&W-FC		N/A
	H&W-Sib		N/A
	8-Block		
	Parent Interview		N/A
	TOTAL		

SHOULD NOT EXCEED (8)

ACTION TAKEN: _____

_____

_____

_____
Name SC/SM

MONITORING FORM & PERFORMANCE EVALUATION

PRESCHOOL INVENTORY

Tester _____ Name of Family _____ Date _____

Test Administration Errors		
1. REPEATS (non cars & boxes)	____ x 0.5 =	____
2. REPEATS (cars & boxes)	____ x 0.5 =	____
3. Failing to have CORRECT TEST MATERIALS	____ x 0.5 =	____
4. INCORRECT PLACEMENT of Test Materials	____ x 0.5 =	____
5. INCORRECT WORDING of Questions	____ x 0.5 =	____
6. SKIPPING ITEM or Stopping Test Incorrectly	____ x 0.5 =	____
7. PROBING (too many or too few)	____ x 0.5 =	____
8. Other: Specify		
_____	____ x 0.5 =	____
_____	____ x 0.5 =	____
_____	____ x 0.5 =	____
_____	____ x 0.5 =	____
WEIGHTED TOTAL		

MUST NOT EXCEED (3)

Rapport with Child (check one): Poor ____
Adequate ____
Good ____

ACTION TAKEN: _____

_____

_____
Name of SC/SM

Scoring Discrepancies			
Item	Score	V	Response/Probes
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
#12			
#13			
#14			
#15			
#16			
#17			
#18			
#19			
#20			
#21			
#22			
#23			
#24			
#25			
#26			
#27			
#28			
#29			
#30			
#31			
#32			
TOTAL			

MONITORING FORM & PERFORMANCE EVALUATION

DENVER DEVELOPMENTAL SCREENING TEST

Tester _____ Name of Family _____ Date _____

Test Administration Errors			
1. REPEATS too many or too few	_____	x 0.5=	_____
2. Failing to have CORRECT TEST MATERIALS	_____	x 2.0=	_____
3. INCORRECT PLACEMENT of Test Materials	_____	x 0.5=	_____
4. INCORRECT WORDING of Questions	_____	x 0.5=	_____
5. SKIPPING ITEM or Stopping Test Incorrectly	_____	x 0.5=	_____
6. PROBING	_____	x 0.5=	_____
7. UNSATISFACTORY ENVIRONMENT for Testing	_____	x 0.5=	_____
8. Other: Specify			
_____	_____	x 0.5=	_____
_____	_____	x 0.5=	_____
_____	_____	x 0.5=	_____
_____	_____	x 0.5=	_____
SUBTOTAL			

MUST NOT EXCEED (3)

Scoring Discrepancies	
#1 - Tower (3)	
#2 - Bridge (1)	
#3 - Longer Line (6)	
#4 - Vertical Lines (1)	
#5 - Copies O (1)	
#6 - Copies + (1)	
#7 - Draw (1)	
#8 - Singular/Plural (2)	
#9 - Cold, Hungry, etc. (3)	
#10- Prepositions (4)	
#11- Colors (4)	
#12- Opposites (3)	
#13- Made of (3)	
#14- Stand on One Foot (3)	
#15- Jump (1)	
#16- Paper Jump (1)	
#17- Hop (1)	
#18- Forward Walk (3)	
#19- Backward Walk (3)	
#20- Catch Ball (3)	
#21-#27 (7)	
TOTAL DISCREPANCIES	

Rapport with Child (check one) Poor _____
Adequate _____
Good _____

Rapport with Parent (check one) Poor _____
Adequate _____
Good _____

Written Notes: _____

_____

_____ Name SC/SM

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MONITORING FORM AND PERFORMANCE EVALUATION

8-BLOCK

Tester _____ Name of Family _____ Date _____

ADMINISTRATION ERRORS

Mother Section

1. INADEQUATE SET-UP before starting 8-Block ___ x 0.5 = ____
2. INCORRECT WORDING ___ x 0.5 = ____
3. INCORRECT PLACEMENT ___ x 0.5 = ____
4. Failing to ask VERBAL RESPONSE ___ x 0.5 = ____
5. Failing to ask for PLACEMENT ___ x 0.5 = ____
6. REPEATS ___ x 0.5 = ____
7. SKIPPING SECTION ___ x 0.5 = ____

Child

8. FAILING to ASK CORRECT QUESTIONS ___ x 0.5 = ____
9. OTHER: Specify

_____ ___ x 0.5 = ____

_____ ___ x 0.5 = ____

_____ ___ x 0.5 = ____

_____ ___ x 0.5 = ____

WEIGHTED TOTAL

SHOULD NOT EXCEED (3)

Rapport with Child: Poor _____
Adequate _____
Good _____

Rapport with Mother: Poor _____
Adequate _____
Good _____

ACTION TAKEN: _____

SCORING DISCREPANCIES

Placements Mother _____

Placements Child _____

Punishments _____

Final Placement of Child Blocks _____

TOTAL DISCREPANCIES _____

_____
Name SC/SM

MONITORING FORM AND PERFORMANCE EVALUATION

QUESTIONNAIRES: _____ (specify)

_____ Tester

_____ Name of Family

_____ Date

ADMINISTRATION ERRORS		
1. INCORRECT WORDING	___ x 0.5 =	___
2. PROBING too little	___ x 0.5 =	___
3. SKIPPING ITEMS	___ x 0.5 =	___
4. COMMENTING on what parent said	___ x 0.5 =	___
5. Other: Specify		
_____	___ x 0.5 =	___
_____	___ x 0.5 =	___
_____	___ x 0.5 =	___
_____	___ x 0.5 =	___
WEIGHTED TOTAL		

SHOULD NOT EXCEED (2)

Rapport with Parent: Poor _____
Adequate _____
Good _____

ACTION TAKEN: _____

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_____ Name SC/SM

APPENDIX E:

REVIEW OF COMPLETED MATERIALS

THINGS TO LOOK FOR

- Preschool Inventory (PSI)

  - Where a response needs to be written in the margin, v always must be circled in order for the item to be scored correct, except on 28 which is the color of night. This item may be scored correct if the child picked the right color but did not verbalize.

  - Always check the child's verbal response to determine whether it was scored correctly.

  - The test should be stopped after the child has not responded (NR) to four items in a row, or a combination of DK's, NR's and R's on four consecutive items.

  - On Items #19 through 22 (checker items), the checker the child picked always should be marked. Look at the markings and make sure that it was scored correctly.

  - On Items #12 through 18, a verbal response is required although the response does not need to be written in the margin, except on Item #17 HOW MANY TOES DO YOU HAVE?

- Denver Developmental Screening Test (DDST)

  - The test should be stopped after the child has not responded (NR) to four items in a row, not four sub-items. The test also should be stopped after a combination of DK's, NR's and R's on four consecutive items. The only exception is the Language Section of the DDST. If the child does not respond to four items in this Section, do not stop the test but continue with questions listed in the Gross Motor Section.

  - Probing is not permitted on the DDST.

  - On Item #3, if two out of the first three responses were correct, the item should be repeated three more times (Responses #4, 5 and 6).

- Make sure that Section IV is completed. If this section was not completed and no further visits need to be made to the family home, call the family so that the interview can be conducted by telephone.

- 8-Block

  - Did you or the community interviewer circle the blocks the child picked and write in what the child said in response to the questions?

- Parent Interview

  - Did you or the community interviewer follow skip instructions?

  - Did you check the family location (first page of Parent Interview)?

- Food Intake

  - Did you or the community interviewer probe sufficiently for the contents of such items as spaghetti sauce, stews, etc.?

  - Did you indicate quantities for each item listed?